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ABSTRACT

This bulletin implements the position paper on speech published by the Florida Department of Education (ED 053 133), which is reprinted as an appendix to this document. The bulletin offers guides and outlines for eight courses in speech communication: tne basic course, public speaking, discussion, debate, parliamentary procedures, mass communication, interpretation, and drama. Each course guide begins with a statement of philosophy and objectives, outlines each course unit, and ends with a bibliography. The individual course units are presented in terms of objectives, special considerations, alternative student activities, and evaluation procedures. (RN)

ED 067706

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ORAL COMMUNICATION

BULLETIN 721

DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY & SECONDARY EDUCATION
SHELLEY S. BOONE • DIRECTOR
FLOYD T. CHRISTIAN • COMMISSIONER

CS 500 004

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FOREWORD

This resource bulletin is addressed to those persons who would bring about change in their teaching of oral communication. It is necessary that local change occur chiefly as the result of local, individual action. It is the purpose of this publication then, to offer direction for such action.

Rather than as a course of study, this bulletin is to be considered a suggested route to follow in traveling from a "status quo" to an altered situation. Varied influences which have prevailed in recent years, are questioning programs of curriculum and instruction in speech/communications. Not all of these voices agree in content, method, or direction. Teachers are confronted by diverse pressures to make choices as the basis for local goals and local capabilities. It is hoped that after having familiarized themselves with many alternatives, some of which are presented here, teachers will be in an improved decision-making position.

While preparing this resource book for teachers of oral communication in the secondary schools, the state-wide committee found it necessary to re-examine its own assumptions about the nature and function of oral communication as well as the purpose of instruction in its related fields. The committee assumes that local individuals and groups will realize a similar need and will benefit from such a task. Only by identifying fundamental assumptions can we determine and establish relevant goals and objectives by which instruction may be measured.

This publication, then, attempts to clarify those possibilities and directions which the committee feels compelled to present as a result of agreement on fundamental assumptions.

Floyd T. Christian
Commissioner

PREFACE

Although such a discussion might be very worthwhile, there is no intent that this document be a thoroughgoing discussion of the principles of oral communication as perceived by scholars in the field. It is instead, a considered statement regarding the planning of courses and activities within a total curriculum of speech and drama. As a planning statement, it presupposes on the part of the teacher a comprehension of and appreciation for principles of oral communication, both in concept and in practice, and dedication to be alert to changes and to new directions in the thinking and practices of the speech profession.

This bulletin is designed to implement the Position Paper on Speech published by the Department of Education of the State of Florida in 1970. It also attempts to bridge the gap between the traditional curriculum guide and current efforts to describe and measure behavioral change. No claim is made that each objective stated herein contains all the elements required for behavioral objectives, but these materials do strongly suggest teacher responsibility in refining the statements and in defining speech behaviors. A general objective stated for each unit and under student activities are more specific concerning behavior and evaluation of that behavior.

The units of each course are divided into four parts: Objective, Considerations, Alternative Activities, and Evaluation. The *Objective* is an effort to describe the complex behavior to be attained by the end of the unit; the *Considerations* identify some of the major concepts and ideas to be developed with the students during the unit; *Alternative Activities* is an effort to isolate simpler behaviors which are a part of the larger complex objective; and the *Evaluation* describes the criterion by which the behavior will be measured. The teacher is encouraged to tailor each course and its units to meet his students' needs. He may choose to use the course *per se*, rearrange the order of units, or use only parts of the course. He is further encouraged to create additional activities and to modify those in the bulletin as he sees fit. Just as the content of this resource bulletin has been influenced by the training and experience of the people working on it, so will the teacher's specific course be influenced by his training and experience.

This bulletin will contribute most significantly in those teaching programs in which it supplements the teacher's fundamental grasp of oral communication principles; if an attempt is made to force it to stand in lieu of that grasp, it cannot serve well. Bibliographies are provided at the end of each course as direction for the teacher who wants further information about the considerations of the unit.

ACKNOWLEDGMENTS

The preparation of a Florida curriculum bulletin requires the concentrated effort and diligent labor of a team of educators. This bulletin could not have been accomplished without the contributions of classroom teachers, county supervisors, school principals and university personnel.

Upon the recommendation of the Courses of Study Council a special curriculum committee was authorized to develop guidelines for teachers working in the area of oral communication. During the period the committee was active, membership changed a number of times and involved an unusually effective cross-section of Florida educators.

The Department of Education expresses sincere appreciation to the following persons whose conscientious efforts made possible the production of this bulletin: Mrs. Mina Cubbon; Mr. Watson B. Duncan, III; Dr. Richard G. Fallon; Mrs. Gloria J. Lane; Dr. Wayne C. Minnick; Mrs. Hazel T. Morgan; Mr. C.W. Hubbard; Dr. Alma J. Sarett; Mrs. Bess C. Knowles; Miss Mabel Talmage; Mr. Roger Van Gorder; Mrs. Lorna S. Werner; Dr. Donald E. Williams; Mrs. Kathryn Zinn; and Mrs. Angeline Welty.

Special gratitude is expressed to Dr. John I. Sisco and Mrs. Sylvia Sarrett who accomplished the final compiling and editing of the bulletin.

Department of Education staff members who have assisted this committee through the years include: Mrs. Kittie Mae Taylor, Dr. Joseph Crenshaw, Mr. Rodney Smith, Mr. Paul Jacobs, Mr. Tom Culton, Mrs. Cynthia Perkins, and Mr. Gary Carroll.

THE BASIC COURSE

Philosophy and Objectives

This course is designed for the student's first exposure to the study of oral communication. It is also designed to provide fundamental skills for any oral communication situation, and is a prerequisite to all other courses in this guide. Each subsequent course has a two week time allotment to review selected fundamental skills presented here and to apply them to the specific form of communication being studied in the advanced courses.

Planned as a one semester course, the basic course provides an indication of time to be allotted for each unit. However, the course may be scheduled for two semesters depending on the students' ability to accomplish the suggested and/or other objectives. In some cases, junior high school curricula will allow for division of this semester course into three separate segments; one segment accomplished in each of the three years in the junior high school.

The ultimate goal is that every public school student be required to have a minimum of one semester of a basic course in speech by the time he finishes the 12th grade. The course is essential not only to make the citizen more competent as an oral communicator, but, perhaps more importantly, to give him that essential understanding of the process of communication so that he may become an effective evaluator and consumer of oral communication.

Each unit provides performance objectives, considerations, multiple student activities, an evaluation, *i.e.*, the major graded student project of the unit in which he demonstrates accomplishment of the objective. In some instances alternative "evaluations" are provided.

Measurement of accomplishment of the objective should be based on performance by each student in the evaluation. Although each communication is a total experience, that is, it involves all elements to be studied in this basic course, the objectives and evaluations allow for specific evaluation of the student's progress in relation to the element being considered in each specific unit.

UNIT I: INTRODUCTION TO SPEECH COMMUNICATION

A. Objective:

Upon completion of introductory activity including the considerations and activities listed below, the student will be able to identify major course objectives and will present an oral assignment to serve as diagnostic measure of needs and abilities.

B. Considerations:

- Functions of oral communication in our society
- Types of communication situations
- Review of skills to be developed
- Possible student objectives
- Teacher expectations
- Procedure of evaluation
- Description of individual needs

C. Alternative Activities:

Following a discussion describing the role of oral communication in U.S. society, the student will name and describe on paper ten different life situations in which oral communication plays a significant role.

Following a discussion of possible objectives to be attained in a secondary school basic speech course, the student will select ten appropriate objectives for himself during the semester.

Following a discussion, each student will establish and record the procedure by which his accomplishment of the previously selected ten objectives will be determined.

Following several days of lecture/discussion and an oral presentation by the student and evaluation for diagnosis by the teacher, the student will rewrite selected personal objectives for the course.

D. Evaluation:

The student will:

listen to an audio-recording of a message, directed to a student audience, which contains ten items of possible communication breakdown involving the basic skills; list in writing as many of these as he can discover. These papers will be used for diagnosis of student needs and for setting additional objectives;

and/or

make a 3-5 minute oral presentation in which he identifies himself to the class, provides information about his favorite political figure, and tells what he considers the most significant domestic problem facing the U.S. The results of the evaluation will be used for diagnosis by the teacher and for setting additional objectives.

UNIT II: COMMUNICATION MODELS AND ROLES

A. Objective:

Upon completion of a study of different communication models and a description of possible roles within the process including the considerations and activities listed below, the student will draw a schematic of the process and explain its parts to a group of four classmates (See evaluation).

B. Considerations:

- Communication as a process
- Elements of the process: context, sender and receiver, message, channel, feedback, noise
- Encoding and decoding
- Models

C. Alternative Activities:

Following a lecture/discussion of each communication as process, the student will identify in writing six different communication contexts.

Following a lecture/discussion and examination of several different communication models, and given 20 minutes, each student will reproduce on paper three models of source, and label the elements.

Following lectures/discussions on the communication process, each student will demonstrate an understanding of "feedback" by observing a "staged" two-party communication and describing in a brief paragraph moments when receiver-sender roles changed and when one person functioned in both roles.

D. Evaluation:

The student will:

Within 30 minutes draw a schematic of the communication process. Each schematic must include each of the elements of the process, labeled and within a model of his own creation;

and/or

use his own schematic, to describe his model to the class in a two-minute oral presentation. His message and model must account for each of the elements of the process.

UNIT III: AUDIENCE ANALYSIS AND ADAPTATION

A. Objective:

Upon completion of a study of audience analysis and adaptation, including the considerations and activities listed below, each student will in a 30 minute written quiz state and define the considerations in audience analysis and adaptation and will, in a 3-5 minute oral communication, apply those considerations to the specific class audience (See evaluation).

B. Considerations:

- Definition of "audience"
- General characteristics of audience: bases of motivation; logical, emotional, ethical appeals; values
- Particular characteristics of audience: attitude; specific beliefs and values; sex, age, education, etc.
- Factors of attention

C. Alternative Activities:

Following a lecture/discussion of the characteristics of audience in particular and given a specific communicative objective (e.g., to borrow $50), the student will state orally adaptations necessary when the target is parent, loan company officer, classmate, brother or sister.

Following a lecture/discussion of attention factors, the student will, with the class as an audience, read the dictionary, and use as many of the factors of attention as possible. Members of the class will list those factors observed.

Following lectures/discussions of motivation, students will reproduce in 15 minutes the Maslow pyramid of pre-potent motives.

Following lectures/discussions of motivation and given a list of persuasive objectives and a specific audience, the student will select a principal motive for appeal and give an explanation for his choice.

Following a lecture/discussion of attitudes, beliefs, and values, and given a list of 25 persuasive propositions, the student will indicate his own attitude toward each proposition by writing a number from 1—totally disagree—to 9—totally agree—, predict the mean score for the class in reaction to each proposition, and predict the type of curve as bi-model, central tendency, or flat.

Following a lecture/discussion of motivation and given the compilation of data in the preceding activity, the student will make a list of his predictions of class reactions which were essentially accurate and list of his predictions which were essentially inaccurate.

Following a lecture/discussion of motivation and given the preceding activities, the student will list those propositions in which he was in agreement with a majority of classmates and those instances where he differed significantly.

D. Evaluation:

The student will:

in a written quiz recall five items identified as characteristics of particular audiences, indicate a priority of motives, state a definition of attitude and give an example of "value;"

and/or

present a 3-5 minute oral communication before the class and submit a written description of his plan to gain and maintain attention to the teacher. Evaluation based on the inclusion of audience adaptation and plan.

UNIT IV: RESEARCH AND DATA GATHERING

A. Objective:

Upon completion of a study of research and data gathering including the considerations and activities listed below, the student will identify reference materials and demonstrate basic skills of research and data gathering for an oral communication (See evaluation).

B. Considerations:

- Reference materials: *Reader's Guide*, special indexes, *Statistical Abstracts*, almanacs, biographical dictionaries, encyclopedias.
- Vertical files
- General books found through card catalog
- Current news periodicals and opinion magazines
- Interview and observations
- Compiling a bibliography
- Note-taking

C. Alternative Activities:

Following a discussion and examination of reference materials in the educational media center, the student will list in a written exercise the names of three major reference sources for periodical literature.

Following a lecture/discussion and examination of materials in the educational media center, the student will list in a written exercise the names of three reference sources for biographical information and describe in a sentence the nature of each.

Following a lecture/discussion, the student will in a written exercise rewrite a scrambled bibliography of varied entries in appropriate alphabetical order and form.

Following a discussion and examination of current news magazines (*Time, Newsweek, U.S. News*, etc.) and magazines of political opinion (*Nation, National Review, New Republic*, etc.), the student will write a paragraph identifying two different views or interpretations of the same news event.

D. Evaluation:

The student will:

submit a written bibliography for a proposed informative speech which will contain at least one of each of the following: (1) materials for topic background, (2) biographical entries, (3) current periodicals including news and opinion magazines, (4) interviews and/or observations;

and/or

deliver a 3-5 minute informative speech described above in which he will name his sources of information and quote at least one source directly and paraphrase information from at least one source.

UNIT V: SUPPORT MATERIAL AND USE OF EVIDENCE

A. Objective:

Upon completion of a study of support material and evidence including the considerations and activities listed below, each student will present an oral argument of from 4-6 minutes in which he uses each of the forms of support in such a way as to demonstrate his knowledge of each (See evaluation).

B. Considerations:

- Uses of support material: to clarify for the audience, to prove or win acceptance by the audience, to reinforce
- Crediting sources: credibility, revelation of bias, plagiarism
- Attitudes, opinions, beliefs
- Types of support: example, statistics, testimony, analogy
- Definition
- Reasoning: deduction, induction

C. Alternative Activities:

Following a lecture/discussion on the uses of support material, the student will bring to class three items of supporting material found in commercial advertising and explain orally why he believes one is used to "prove," another to "clarify," and the third to "reinforce" an argumentative claim.

Following a lecture/discussion on the value and necessity of crediting sources, the student will return to class the following day with an illustration from television or newspaper advertising and describe orally to the class one of the following: (1) credibility resulting from status of the source; (2) a source in which there is a possible bias; (3) or, a source credited for information.

Following a lecture/discussion on example and statistical support, the student will state, in writing or orally, within 5 minutes, at least one example support and one statistical support for simple assertions such as, "Domestic tranquility has been disrupted in the U.S. in the last five years," or "High schools have changed in the past thirty years."

D. Evaluation:

The student will: deliver orally before the class a 4-6 minute argument in support of a controversial assertion. Product will include a definition of terms, one of each of the four forms of support, and crediting of source for each piece of evidence. Scores will be determined 75% by the preceding items and 25% by success of argument as determined on an audience shift-of-opinion ballot.

Following a lecture/discussion on testimony and analogy as support, the student will state orally or write for 5 minutes at least one testimony support and one analogy support for simple assertions such as, "Florida will become the most populous U.S. state in twenty years," or "High school students should receive driver's training."

Following a lecture/discussion on definition, the student will be given a list of thirty terms such as "student," "teacher," "parent," "grammar," and "machine." Assigned one of the terms, he will in writing or orally state an Aristotelian definition and a possible operational definition for one of the terms.

Following a lecture/discussion of definition and a list of thirty terms such as "motorcycle," "date," "class," "clothes," the student will on the following day state orally the two ways he would define an assigned term for at least two different communicative situations or audience.

Following a lecture/discussion of reasoning and given a copy of a written argument, the student will, on the following day, present a paper in which he has (1) identified the reasoning as inductive or deductive, (2) classified the argument, and (3) named type of fallacy included.

Following a lecture/discussion on attitudes, opinions, and beliefs, the student will re-state in writing a definition of each and will name or briefly identify a way to measure one of them.

UNIT VI: ORGANIZATION

A. Objective:

Upon completion of a study of organi: ation including considerations and activities listed below, the student will state in writing alternative organizational structures for a specific communicative situation; he will write a statement of thesis, and select from alternative introductions and conclusions (See evaluation).

B. Considerations:

- Purpose description
- Thesis statement
- Outlining
- Patterns of arrangement for main heads: time, topical, problem-solution, reflective
- Introductions
- Conclusions

C. Alternative Activities:

Following a lecture/discussion on thesis and purpose, the student will write a paragraph detailing communicative purpose including response to such questions as "What do I want to do in this particular communicative situation with this particular audience?"

Following a lecture/discussion on thesis and purpose, the student will write a simple declarative sentence which he accepts as expressing the central idea or assertion of his communication.

Following a lecture/discussion on outlining and examination of sample outlines, the student will read a transcript of an oral communication and state in writing the thesis of the speech, the pattern of arrangement for main heads, and name the main heads.

Following a lecture/discussion on outlining and organization, the student, given a scrambled outline of a speech and 10 minutes to unscramble it, will place main heads, sub-divisions, and support material in proper sequence.

Following a lecture/discussion on introductions and conclusions and given two days to prepare, the students will deliver orally before the class a three minute attention-holding introduction to a speech; effectiveness will be determined by the classmate response. Audience members will indicate disinterest by raising a hand at the point of disinterest.

Following a lecture/discussion on patterns of arrangement and given a series of thesis statements, students will write from two to five possible main heads each for a topical pattern; for a time pattern; for a problem-solution pattern; and for a reflective pattern.

D. Evaluation:

The student will:

Prepare a 5-7 minute speech for which he will submit an outline with main points and pattern of arrangement clearly shown. The outline will contain opening and closing statements, statement of thesis and purpose. The student will deliver the speech orally before the class. Oral presentation will follow the outline. Selected members of the class will be asked to identify thesis, state purpose and organizational pattern for each presentation.

UNIT VII: ORAL LANGUAGE: STYLE AND SEMANTICS

A. Objective:

Upon completion of a study of oral language including the considerations and activities listed below, the student will state and define characteristics of oral style and illustrate them in his own discourse. The student will state semantic considerations essential to oral discourse (See evaluation).

B. Considerations:

- Variations in oral and written discourse
- Characteristics of style: clarity, correctness, appropriateness
- Stylistic devices: metaphoric devices, style and other rhetorical skills
- Connotation and denotation
- Language as sign and symbol
- Misunderstandings concerning the nature of language: "the word is not the thing;" concept of "allness;" words and a changing world

C. Alternative Activities:

Following a lecture/discussion of variations from oral to written language and given two transcripts of discourse—one originally designed as written discourse and the other originally designed as oral discourse—the student will name at least three differences in style from one to the other. The student will state which was originally oral and which was originally written.

Following a lecture/discussion on metaphoric devices and given a two-hundred-word transcript of oral discourse, the student will list on paper at least three specific metaphoric uses of language.

Following a lecture/discussion on appropriateness in style and given three items of communication with the same message expressed with different word and sentence choice, the student will write a brief statement of each and name at least one audience for which each would be inappropriate.

Following a lecture/discussion on characteristics of style, and given three samples of oral discourse with the same communicative intent but different in word and sentence choice, the student will state which of the three messages he prefers. Response will be quantified to determine which statement was most preferred and students will be in turn asked to write a description of the message preferred, and of the one least preferred.

Following a lecture/discussion on semantics and given a complex set of instructions, the student will communicate the directions orally to the class using any word choice he wishes. Evaluation will be based on audience success in following his instructions and time needed to communicate instructions to a majority of the audience.

D. Evaluation:

The student will:

define with 80% accuracy each of the characteristics of style, connotation and denotation, and characterize two common misunderstandings about language on a written exam;

and/or

prepare a manuscript speech of 4-6 minutes on a subject of his choice and deliver the speech orally before the class. Evaluation will be based upon the written manuscript and the oral presentation.

UNIT VIII: DELIVERY

A. Objective:

Upon completion of a study of delivery, including the considerations and activities below, the student will be able to identify major factors of delivery dealing with voice and nonverbal considerations and deliver an oral communication applying those factors (See evaluation).

B. Considerations:

- Reducing tension
- Use of the voice: vocal anatomy and sound production; articulation; variety in rate, pitch, and volume
- Nonverbal communication: current approaches to the study; posture, movement, gesture
- Audio-visual aids

C. Alternate Activities:

Following a lecture/discussion on the vocal anatomy and sound production, and given a drawing of the vocal anatomy, the student will label the parts with 100% accuracy.

Following a lecture/discussion on pitch, rate, and volume, and given a list of 25 statements, each student will orally state a statement assigned to him three to five times, altering rate, pitch, and volume to suggest variations in meaning.

Following a lecture/discussion on sound production, the student will produce a sound designated and state orally the function necessary to produce the sound.

Following a lecture/discussion on variation in pitch, rate, and volume, and given a one minute written excerpt of dialogue from literature, the student will read the selection aloud using variations in pitch, rate and volume to indicate a change of character.

Following a lecture/discussion on aspects of nonverbal communication, the student will bring to class a paper in which he has described five instances of nonverbal communication experienced in the past 24 hours.

Following a one-hour lecture/discussion on types of nonverbal communication, each student will select a television commercial he has seen several times and analyze orally before the class the nonverbal communication by discussing use of three of the following: time, space, action, and/or object.

D. Evaluation:

The student will:

with 80% accuracy (1) identify and define and categorize nonverbal communication as sign language, action language, and object language; and (2) identify audio and visual aids appropriate to the presentation of a selected informative communication;

and/or

read orally a selection of literature to the class. Reading must contain variations in pitch, rate, and volume, and include two instances of nonverbal communication, and including at least one audio-visual aid.

and/or

with 80% accuracy on a 30-minute written exam (1) label the elements of the vocal anatomy; (2) define phonation, resonance, and articulation; (3) write at least two assertions about stage fright from experimental literature.

Following a summary lecture/discussion of nonverbal communication and given a message to be communicated using only nonverbal means, the student will, after 10 minutes of preparation, communicate the message to the class. Evaluation will be based upon verbal statements of class members identifying the message.

UNIT IX: LISTENING

A. Objective:

Upon completion of a study of listening, including the considerations and activities listed below, the student will show a 20% increase from his pretesting in listening comprehension (See evaluation).

B. Considerations:

- Definition of listening and hearing
- Role of listening in communication cycle and in total communication time
- Listening rates
- Variables related to listening behavior
- Negative listening habits
- Types of listening: appreciative, critical, discriminative
- Steps to improve listening abilities

C. Alternative Activities:

Following a lecture/discussion on differences in listening and hearing, the student will define orally or in writing the terms "listening" and "hearing."

Following a lecture/discussion on variables related to listening, the student will list ten of them in writing and describe the relationship of each.

Following a lecture/discussion on habits which interfere with listening, and given 15 minutes, the student will list in writing five of them and describe the nature of each.

Following a 10-minute taped message giving information about the size of a room and placement of furniture in that room, the student will draw a map of the room indicating proportional size and placement of furniture.

Following an 8-minute message read by the teacher, the student will correctly respond to 8 or more of ten multiple-choice questions concerning the content of the message.

Following five short descriptions of three different listening roles or situations, the student will classify each by labeling the role as one requiring appreciative listening, critical listening, or discriminative listening.

D. Evaluation:

The student will:

increase his score by 20% on the Brown-Carlsen Listening Comprehension Test from Form AM administered at the beginning of the unit to Form BM administered after the unit. (Alternative listening tests may be devised by the teacher.)

UNIT X: ETHICS

A. Objective:

Upon completion of a study of ethics including the considerations and activities listed below, the student will provide written and oral evidence of awareness of different ethical postures, and will have selected a philosophy of ethical communication.

B. Considerations:

- Approaches to an ethical position in oral communication: deception; "ends justify means"
- Advisability of honesty
- "Let the buyer beware"
- Ethical communication in a free society

C. Alternative Activities:

Following a lecture/discussion on approaches to a personal ethic of oral communication, and given three written transcripts of persuasive efforts, each with a different ethical philosophy, the student will state which he considers ethical or unethical and name the characteristics which make it so for him.

Following a discussion of the "let the buyer beware" attitude as a possible philosophy of ethics for communication, the student will name in writing those features of this philosophy which raise ethical considerations. Student responses will mention such things as inequality in intelligence, verbal skills, access to media, etc.

Following a lecture/discusion of ethics and persuasion and given a collection of examples from commercial advertising, each student will in a 2-minute oral presentation before the class identify any features in the persuasive effort which he believes raise ethical questions or defend the persuasive effort as ethically sound.

Given a tape recording of a persuasive argument using a large number of biased sources of support, the student will write a paragraph evaluating the ethical position of the speaker.

D. Evaluation:

The student will:

present orally before the class a 7-10 minute expository treatment of a controversial subject. The presentation must present as fairly as possible the strengths and weaknesses of each side in the controversy without revealing personal bias until conclusion of the presentation. Class audience will respond by evaluating objectivity of presentation of each side in the controversy.

TEACHER RESOURCE MATERIALS

Models and Roles in Communication Process

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Gibson, James W., *Speech Organization: A Programmed Approach*. Rinehart Press, 1971.

Mudd, Charles, and Malcolm Sillars, *Speech: Content and Communication*. Chandler Publishing Company, 1969; pp. 119-138.

Walters, Otis M., and Robert L. Scott, *Thinking and Speaking*. The Macmillan Company, 1968; pp. 60-90.

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Alexander, Hubert G., *Meaning in Language*. Scott, Foresman and Company, 1969.

Benjamin, Robert L., *Semantics and Language Analysis*. Bobbs-Merrill, 1970.

Blankenship, Jane, *A Sense of Style*. Dickenson Publishing Company, Inc., 1968.

Condon, John, *Semantics and Communication*. The Macmillan Company, 1966.

Fabaun, Don, *Communications: The Transfer of Meaning*. The Glencoe Press, 1968.

Stageberg, Norman, and Wallace Anderson, *Readings on Semantics*. Holt, Rinehart and Winston, 1967.

Delivery

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Bosmajian, Haig A., *The Rhetoric of Non-Verbal Communication*. Scott, Foresman, and Company, 1971.

Brooks, William D., *Speech Communication*. Wm. C. Brown Company, 1971; pp. 101-117.

Campbell, James, and Hal Hepler, *Dimensions in Communication*. Wadsworth Publishing Company, 1965; pp. 158-173.

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Listening

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Shrope, Wayne A., *Speaking and Listening*. Harcourt, Brace and World, 1971; pp. 230-240.

Ethics

Bosmajian, Haig A., *The Principles and Practice of Freedom of Speech*. Houghton Mifflin Company, 1971.

Nilsen, Thomas R. *Ethics of Speech Communication*. Bobbs-Merrill Company, 1966.

Walters, Otis and Robert Scott, *Thinking and Speaking*. The Macmillan Company, 1967; pp. 217-232.

PUBLIC SPEAKING

Philosophy and Objectives

We live in a society governed by laws. When these laws need to be interpreted, informative speech is used to communicate their meaning. When these laws (whether they are laws of our national government or rules of a small club) need to be changed, persuasive speech is used to enact that change. When we are able to use language for effective communication, informative or persuasive, then our self-realization is strengthened and we become more competent, more able persons and citizens.

This public speaking course seeks to prepare the student to think critically and to express his thoughts fluently on subjects of public concern. The course has as a prerequisite the "Basic Speech Course" and presents a vertical study of the fundamentals covered there.

"Public" is defined as both subject and audience. A public subject may be an issue or idea of current or historical interest. A public audience is either a specific group of people brought together on a specific occasion, or is one or more people to whom the individual is expressing his point of view on an issue or idea. Public speaking is defined as informative and persuasive oral communication between the originator and the receiver(s) in any public situation.

This course is subdivided into five basic units designed to culminate in the overall objective of critical thinking and fluent expression. Each unit is discussed in terms of objectives, considerations, student activities, and evaluation.

This course has an overall objective to equip the student to think critically and to express those thoughts fluently in public speaking situations. Accomplishment of the course objective will be evaluated during the final week of the course in two ways: (1) score 80% or better on a written test which will require identification of terms, critical evaluation of data, and analysis of speech excerpts; (2) prepare and present a 7-10 minute persuasive speech on a subject of his choice in which he will illustrate critical thinking (through application of audience analysis, organization, support material, and research) and fluency of expression (through use of language and delivery techniques).

The measure of effectiveness of instruction in public speaking must be in terms of smaller units of behavior. The above "course" objective is largely an attempt to characterize for the teacher a desired outcome from the course. The large number of variables, both in concepts to be measured and in students performing them, make implementation of a course objective dependent upon unit and daily objectives.

UNIT I: REVIEW OF FUNDAMENTAL SKILLS AND INTRODUCTION TO PUBLIC SPEAKING

A. Objective:

Upon completion of a review of the fundamental skills of oral communication including the considerations and activities listed below, the student will demonstrate a prescribed level of performance in an oral communication situation (See evaluation).

B. Considerations:

- Selection of a speech subject: occasion, purpose, audience analysis and adaptation, communication models of the public speaking situation
- Research and data gathering: finding information (student's own knowledge, library facilities, community resources, other sources), documentation, note-taking.
- Discovery and use of support material: kinds of evidence, kinds of argumentation, verbal illustration, visual aids, motivational appeals
- Organization: outline format (introduction, body, conclusion), basic patterns of development (time, topical, problem-solution, reflective)

C. Alternative Activities:

Following a review/discussion, and given a list of topics, the student will formulate statements of purpose for possible speeches to described audiences.

Following a review/discussion on various models of communication, the student will, with 100% accuracy, draw a model specifically illustrative of a public speaking communicative situation.

Following a review/discussion on audience analysis and adaptation and given a list of ten topics, the student will phrase theses for speeches for three different hypothetical audiences.

Following a review/discussion on research and data gathering, and given a specific assertion, e.g., "1972 has seen a decline in the number of crimes committed in major American cities," the students, after using library resources, will in a two-minute report to the class, summarize his findings concerning sources dealing with his assigned assertion.

Following a review/discussion on forms of support, the student will be required to make an assertion, e.g., "_____ is a great movie," and support the assertion in a two-minute speech to the class by using one example, one statistic, one analogy, and one testimony support.

Following a review/discussion on organization, and given a scrambled outline including thesis statement, main heads, and items of support, the student will identify the thesis, arrange the main heads in appropriate order, and place support material under the proper head.

Following a review/discussion on delivery skills, and utilizing a tape recorder, the student will select a sentence from a list of ten, and, following 10 minutes preparation, will read aloud the sentence in each of the following delivery patterns: slow or fast rate, monotone, low or loud volume.

D. Evaluation:

The student will:

listen to a 10 minute audio-recording with a written transcript of a speech, be given 40 minutes to identify in writing four of five basic skills by citing specific examples from the speech;

and/or

deliver a 3-5 minute informative speech defining one of the fundamental skills (subject selection, research, support material, or organization) and illustrate that skill by examples.

UNIT II: EXPOSITION

A. Objective:

Upon completion of a study of expository speaking, including the considerations and activities listed below, the student will identify major considerations in exposition and apply them in a speech.

B. Considerations:

- The growing importance of expository speaking in a complex society
- Responsibilities of the expository speaker: knowledge of the subject and accuracy of his data
- Purposes of expository speech: definition, directions, report
- Structure for expository speaking
- Materials for exposition: example and statistics, comparison and contrast, reinforcement and repetition, visual aids
- Modes of delivery: extemporaneous, manuscript, memorized, impromptu

C. Alternative Activities:

Following a lecture/discussion concerning the role of expository speaking in our society, the student will list in writing five instances where effective expository speaking is essential for him.

Following a lecture/discussion concerning the speaker's responsibility for accuracy and thoroughness of his data, and given a list of ten topics, the student will select two and describe in writing the responsibilities he would assume if called upon to give a speech on the topics.

Following a lecture/discussion concerning purposes in expository speaking and given five paragraphs of discourse, two of which have essentially persuasive purposes and three which have essentially expository purposes, the student will so label each with 100% accuracy.

Following a lecture/discussion concerning materials for expository speaking and assigned a specific concept such as "circulation of the blood," "the rotary engine," etc., to define and illustrate, the student will deliver a 2-minute expository speech using comparison and/or contrast.

Following a lecture/discussion of audio-visual aids, each student will deliver a 2-minute expository speech demonstrating or describing a simple process or situation

such as "construction of a unique paper airplane," "assembly of a bike brake," etc. Project will require the use of two audio and/or visual aids.

Following a lecture/discussion of manuscript speaking, each student will deliver a 5-minute expository speech from manuscript. Project will require exact agreement with time requirement, facility with the manuscript while maintaining audience contact, and submission of a manuscript copy to the teacher.

D. Evaluation:

The student will:

prepare and present to the class a 5-7 minute expository speech on a topic of his own choice using extemporaneous delivery in which he uses at least three of the materials for exposition discussed in class;

and

score 80% or better on a written exam in which he is required to: define purposes of expository speaking; describe responsibilities of the expository speaker, and, accurately identify the type of material for exposition used in each of ten short excerpts from examples of expository discourse.

UNIT III: PERSUASION THROUGH REASONED DISCOURSE

A. Objective:

Upon completion of a study of persuasion through reasoned discourse, the student will identify reasoned discourse or essentially logical argument in speeches and writing, define major concepts, and apply elements of reasoned discourse in support of an argument.

B. Considerations:

- Argumentation, persuasion, propaganda
- Reasoning and proof
- Burden of proof and presumption
- Logical proof: syllogism, inference
- Lines of argument
- Fallacy
- Materials of reasoned discourse

C. Alternative Activities:

Following a discussion of reasoning, proof, argumentation, persuasion, and propaganda, each student will match with 100% accuracy the term with its definition.

Following a lecture/discussion on logical proof, each student will identify a recent persuasive effort directed at him and describe in writing what he believes to have been logical argument in that persuasive effort.

Following a lecture/discussion of materials to support an argument and given 30 minutes to read ten arguments, five with and five without logical support, each student will with 100% accuracy identify which arguments have such support and which do not.

Following a lecture/discussion on fallacy and given a written sample of discourse containing four different fallacies, each student will identify in writing all four fallacies.

Following a lecture/discussion concerning syllogistic argument, each student will construct and describe before the class a syllogism of his own construction.

Following a lecture/discussion concerning causal argument, each student will present a 2 minute argument of his choice illustrating chain causation.

Following a lecture/discussion of argument from sign, each student will submit three written examples of argument from sign of his own creation.

D. Evaluation:

Each student will:

prepare and deliver a 5-8 minute persuasive speech in support of or in opposition to an assigned proposition. He will submit an outline of the speech, including a description of purpose, a thesis statement, and a short description of his strategy. Each speech must illustrate elements described in the description of strategy;

and

score 80% or better on a written examination requiring definition of terms, identification of forms of support, identification of materials for proof, and labeling of fallacy.

UNIT IV: PERSUASION THROUGH EXTRA LOGICAL ELEMENTS

A. Objective:

Upon completion of a study of extra-logical persuasion including the considerations and activities listed below, the student will identify elements of extra logical persuasion and apply them in a persuasive speech (See evaluation).

B. Considerations:

- Motive appeals: self-preservation, sex, acquisition of property, personal esteem, curiosity, imitation, etc.
- Ethos of the speaker as a mode of persuasion
- Language as an element of extra-logical persuasion
- Audience analysis and adaptation
- Ethics of persuasive speaking

C. Alternative Activities:

Following a lecture/discussion on motive appeals and after listening to a recording of a five minute persuasive speech containing six specific motive appeals, each student will identify five in writing.

Following a lecture/discussion on style and stylistic devices, and after listening to a five-minute taped speech and given a written transcript of it, the student will correctly identify in writing the purpose of the speech, and the stylistic devices used to develop that purpose.

Following a lecture/discussion on rhethorical devices and after listening to a 5-minute taped speech, the student will correctly identify in writing three kinds of rhetorical devices and write an example of each from the speech;

Following lecture/discussion concerning language and persuasion, and given a written transcript of a speech delivered to a specific audience, each student will identify in writing linguistic choices which he believes to be most appropriate to the situation.

Following a lecture/discussion of audience adaptation and persuasion, each student will select a controversial persuasive proposition which he supports and submit a written description of alterations he would make in choice of appeals, language, thesis, etc., for two different audiences.

Following a lecture/discussion on ethics and persuasion, and given ten short illustrations of persuasive discourse, five of which contain questionable ethical postures, the student will identify these five and describe in writing the ethical consideration.

D. Evaluation:

The student will:

deliver a ten minute persuasive speech using either extemporaneous or manuscript delivery on a persuasive topic of his choice. The speech must be accompanied by a written outline including a description of purpose, thesis statement, and a description of strategy. The speech must result in a change of opinion consistent with the student's statement of purpose and measured by a shift of opinion ballot;

and

score 80% or better in a written exam requiring definition of the modes of persuasion, labeling of ten excerpts of discourse, each illustrating a type of motive appeal, and write a statement of personal position in regard to three given ethical postures.

UNIT V: SPECIAL OCCASION SPEAKING

A. Objective:

Upon completion of a study of special occasion speaking, the student will recognize the variety of special occasions for public speaking and apply methods of fulfilling each occasion's purpose and format (See evaluation).

B. Considerations:

- Public formats (group): panel, forum, symposium
- Public formats (individual): master of ceremonies, introducing a speaker, welcoming a person or group, giving and receiving of gifts or awards, announcements.
- Ceremonial speeches: dedication, eulogy, after-dinner speaking
- Interrogation

C. Alternative Activities:

Following a lecture/discussion on public formats and placed in groups of three to five, each group will organize an assigned topic into specific areas and then assign group members a particular area. The student will prepare his area so that he can participate in a 10-15 minute symposium before the class.

Following a lecture/discussion on public formats (individual), and placed in twos, each pair of students will alternate re-enacting the situations of introducing a speaker, welcoming a person or group, etc.

Following a lecture/discussion on ceremonial speeches, and given a written transcript of five short speeches of each type, the student will correctly identify by labeling each by type.

Following a lecture/discussion on interviewing and interrogation, and given an example of interrogation (from the Congressional Record or a legal situation) in which a person has been asked to provide his expertise on a subject to a committee, the student will identify in writing instances of hostility, clarification of questions, definitions, etc.

Following a lecture/discussion on interrogation, and placed in groups of three to five, each group will select one person to role-play the expert, will select a topic, will have one day for the group and the expert to research that topic, and will then participate in an interrogation of that expert.

D. Evaluation:

The student will:

present a 6-7 minute speech for a specified special occasion. The student will submit an outline of his speech which will show the planned introduction and conclusion, identify the occasion and indicate special language choices made. Evaluation is based on the agreement between student's written plan and the actual speech.

TEACHER RESOURCE MATERIALS

Public Speaking

Blankenship, Jane, *Public Speaking: A Rhetorical Perspective*. Prentice-Hall, Inc., 1966.
Bradley, Bert, *Speech Performance*. William C. Brown, 1967.
Culp, Ralph B., *Basic Types of Speech*. William C. Brown, 1968.
King, Robert G., *Forms of Public Address*. Bobbs-Merrill, 1969.
Olbricht, Thomas, *Information Speaking*. Scott, Foresman and Company, 1968.
Scheidel, Thomas, *Persuasive Speaking*. Scott, Foresman and Company, 1967.
Smith, Donald K., *Man Speaking*. Dodd, Mead and Company, Inc., 1969.
Terris, Walter F., *Content and Organization of Speeches*. William C. Brown, 1968.
Walter, Otis M., *Speaking to Inform and Persuade*. The MacMillan Company, 1966.
Wilson, John and Carroll Arnold, *Public Speaking as a Liberal Art*. Allyn and Bacon, 1968.

DISCUSSION, OR SMALL-GROUP COMMUNICATION

Philosophy and Objectives

Probably no form of communication—public speaking, interpretation of literature, debate, or drama—has the importance and obvious application to all our lives that small-group discussion has. Every person finds himself frequently involved with other persons in problem-solving situations in which decisions must be made that affect him very directly.

School systems should give purposeful attention to the study of small-group communication as the most direct way to emphasize the roles of receivers of communication as well as senders of messages. In addition to learning "how to" send messages, discussion offers one of the best ways to learn about the process.

This course does not deal with public discussion for the purpose of information dissemination. Regularly, summaries of discussion mention the forms of discussion, such as panel, forum, and symposium. Certainly these forms have value in our society, but they have little to do with interpersonal small-group communication. They are really forms for public speaking. Small-group communication for the classroom must allow the small group to operate in isolation from the public audience, just as such a group would function in the outside world.

This course does seek to provide the experience through which the student may study the process of small-group problem solving. The course is divided into four units—review of fundamental skills and introduction to small-group communication, the process of discussion, group interaction, and problem-solving. Each unit consists of objectives, considerations, student activities, and evaluation.

This course has an overall objective to equip the student to perform the roles of both receiver and sender of communication in small group, problem-solving situations. Accomplishment of the course objective will be evaluated during the final week of the course in two ways: (1) score 80% or better on a written test on the considerations of the course; and (2) be placed in a group of five to six, given an assigned topic, discuss that topic through correct procedures, and arrive at an agreed recommendation for solution.

UNIT I: REVIEW OF FUNDAMENTAL SKILLS AND INTRODUCTION TO SMALL-GROUP COMMUNICATION

A. Objective:

Upon completion of a study of small-group communication, including the considerations and activities listed below, the student will apply the fundamental skills to small-group communication (See evaluation).

B. Considerations:

- Selection of a topic for small-group communication: fact or enlightenment, policy determination, value judgment
- Research and data gathering for small-group communication
- Discovery and use of support material for small-group communication
- Organization for small-group communication: topical, format
- Delivery: verbal and nonverbal skills

C. Alternative Activities:

Following lecture/discussion selection of a topic for small-group communication, and placed in groups of five to six, and given a list of general topics, the student will suggest one of the three purposes for each topic, and the group will write a consensus of opinion regarding an appropriate purpose for discussion of each topic.

Following a lecture/discussion on selection of a topic for small-group communication, and placed in groups of five to six, the student will suggest a topic for each of the three purposes, and the group will write a consensus of three topics per purpose.

Following a lecture/discussion on research and data gathering for small-group communication, and placed in groups of five to six with an assigned general topic, the student will be given one day in the library to prepare an annotated bibliography on that topic. Following a meeting to evaluate data, each group will submit a short statement identifying areas where additional data is needed and recommend additional sources.

Following a lecture/discussion on discovery and use of support material for small-group communication, and given a written transcript of a small group discussion and assigned to groups of five to six, each group will submit a written identification of at least one example, one statistic, and one testimony.

Following a lecture/discussion on discovery and use of support material for small-group communication, and given a specific topic and one day in the library, each student will record one example, one testimony, and one analogy for inclusion in a discussion.

Following a lecture/discussion on organization for small-group communication and placed in groups of five to six which are assigned different organizational formats with which to experiment in solving one particular problem, each group will evaluate in writing the success of the various formats and attempt to determine reasons for success or failure.

(It is recommended that the teacher tape-record some of these earlier discussions and use them later for analysis of objectivity, question-phrasing, role-playing, etc.)

D. Evaluation:

The student will:

be placed in a group of five to six which has two days to conduct a discussion which selects a topic, selects an organizational format, and gathers and reports on support material. The teacher will move from group to group to evaluate each discussion by quantity of data, adherence to format, and topic choice.

UNIT II: THE PROCESS OF DISCUSSION

A. Objective:

Upon completion of a study of small-group communication as process including the considerations and activities listed below, students will identify fact, policy, and value questions; use the reflective process as an organizational structure for discussion; and demonstrate in actual sessions, their ability to withhold judgment and maintain a spirit of inquiry (See evaluation).

B. Considerations:

- Phrasing questions: functions other than inquiry (expressive, directive, ceremonial); unproductive questions (loaded, two-alternative, multiple-pronged, vague, unanswerable); productive questions (open-ended which are in no way unproductive and which limit the area of inquiry, and which are at least ultimately answerable)
- Types of questions: fact (verifiable truth), policy ("should"), value (definition of terms and context)
- Reflective process: define the problem, analyze the problem and set criteria for solutions, suggest possible solutions, evaluate solutions, select a solution
- Agenda preparation: purpose (organization, range, and depth), types (buzz session, brainstorming)
- Inquiry and advocacy: withhold judgment, "spirit of inquiry," thorough research

C. Alternative Activities:

Following a lecture/discussion on phrasing questions and given a list of twenty questions, the student will then have one-half hour to categorize each question as unproductive or productive and to list all specific reasons why each question is so categorized.

Following a lecture/discussion on phrasing questions, the student will have 10 minutes to write three productive questions which will be collected by the teacher and submitted to the class for evaluation.

Following a lecture/discussion on phrasing questions, the student will have five minutes to write an unproductive question. He will then submit it to his classmates and they will classify it as loaded, unanswerable, two-alternative, multiple-pronged, or vague.

Following a lecture/discussion on types of questions and given a list of fifteen questions, the student will categorize in writing each question as fact, value, or policy, and will when called upon by the teacher, state and defend that classification to the class.

Following a lecture/discussion on types of questions and given fifteen minutes, the student will write three original questions for each category of fact, value, and policy.

Following a lecture/discussion on phrasing questions and on types of questions, and after listening to a 10 minute tape recording of a discussion, the student will have 5 minutes to list in writing the Discussion Question (e.g., "Are automobiles a safety hazard?") and all subordinate questions (e.g., "How is it a safety hazard? To whom? What are automobile manufacturers doing about it? What are the legislators doing about it? Is the automobile less safe than a truck or motorcycle?" or any other questions which might arise). He will label all subordinate questions as productive or unproductive. He will then use his analysis to participate in a class discussion led by the teacher. After this discussion, he will hear the tape recording again and have 5 minutes to add to or delete from his previous analysis.

Following a lecture/discussion on types of questions and placed in groups of five to six and given a general topic, each group will phrase in writing a productive question of fact, value, or policy on the topic.

Following a lecture/discussion on the reflective process and given a general topic, each student will phrase in writing a specific question, develop an agenda for that question based on the steps of the reflective process, and indicate aspects of the question to be included under each step.

Following a lecture/discussion on the reflective process and placed in groups of five to six, each group will orally phrase a specific question for that topic and then develop an agenda for that question based on the specific steps of the reflective process, indicating aspects of the question to be included under each step.

Following a lecture/discussion on agenda preparation methods in addition to the reflective process, and given a general topic, the student will select a specific method for agenda preparation (other than the reflective process) and prepare in writing his topic in that method.

Following a lecture/discussion on inquiry and advocacy, and after listening to a tape recording of a group discussion, the student will write an analysis of those members who issued judgments prematurely and what those judgments were, those members who remained objective, and give examples of that objectivity.

Following a lecture/discussion on inquiry and advocacy and placed in groups of 5 to 6 to conduct one of the previous activities, each student will, after the discussion, write an analysis of group behavior in terms of who remained objective and how, who issued judgments and how, and cite evidence of influences upon the group by such objectivity and judgment.

D. Evaluation:

The student will:

score 80% or better on a written test on phrasing questions, types of questions, the reflective process, agenda preparation, and the "spirit of inquiry;"

and

be assigned to a group of five to six which will select a topic, phrase a specific question of fact, value, or policy, employ the reflective process in discussing that question, and demonstrate the ability to withhold judgment. Each student will write a one-page description of the group's success in following the process of discussion, and this plus the teacher's observations as he moves from group to group will be the basis of evaluation.

UNIT III: GROUP INTERACTION

A. Objective:

Upon completion of a six-week study of group interaction in small-group communication, including the considerations and activities listed below, the student will state, through written description of his different small-group experiences, the relationship of discussion to other forms of communication; he will identify in writing behaviors which characterize group dynamics (See evaluation).

B. Considerations:

- Roles: interaction of members, responsibilities of members, types of memberships (mixed group, all male or all females, extra-large or especially-small-groups), leadership evolvements, group loyalty, and personality types
- Role-playing
- Case studies
- Tension situations: primary, secondary
- Reinforcing behaviors: compare quality of group decisions with individual decisions
- Participation in making decisions, its effect on the acceptance of the decision, motivation feedback, and semantics

C. Activities:

Following a lecture/discussion on roles, and after listening to a 10 minute tape recording of a small-group discussion, the student will identify in writing three specific roles apparent within the taped participation; or, three instances of reinforcing behaviors; or, three instances of group loyalty.

Following a lecture/discussion on role-playing and placed in groups of five to six with an assigned general topic for discussion, the student is assigned a specific personality type (e.g., a reinforcer, a leader, a summarizer, a dissenter, etc.) to enact while participating in group discussion.

Following a lecture/discussion on tension situations and after listening to a 10 minute taped discussion, the student will write an example of primary tension and an example of secondary tension found in the discussion.

Following a lecture/discussion on roles, group loyalty, and reinforcing behaviors, the class will be divided into new groups of five to six and given new problem areas. Each student will keep a written log of each session of his group; each group will be set up so that participants may spend time observing other groups on a rotating basis. Each student will also keep a written log of the session(s) he observes and will draw conclusions on roles, group loyalty and reinforcing behaviors from that log.

D. Evaluation:

The student will:

score 80% or better on a written test on roles, role-playing, reinforcing behaviors, and tension situations; and,

after participating in an assigned group of five to six on an assigned topic and keeping a log of the session, will write a two-page description of the group interaction and draw conclusions from that description.

UNIT IV: PROBLEM SOLVING

A. Objective:

Upon completion of a study of problem solving in small-group communication including the considerations and activities listed below, the student will have observed a variety of real-life problem-solving situations and will identify situations for the use of group discussion and ways of utilizing discussion (See evaluation).

B. Considerations:

- Observation of real-life situations: field trips, educational television, outside speakers, school situations
- Record-keeping or minutes
- Problem areas: international, national, local, school, individual
- Problem-solving situations: conference, committee meetings, study group, workshop, staff meeting, round table

C. Student Activities:

Following a discussion of format of real-life situations, and given the experience of observing the local county commission or other governmental body deliberating in actual session, the student will return to the classroom, be placed in groups of five to six which will phrase a question dealing with the same content as that observed, and then conduct a problem-solving discussion.

Following a discussion of format of real-life situations and given a similar experience to the preceding one, the student will return to the classroom, be placed in a group of five to six which will phrase a question dealing with the content as that observed and will be assigned specific roles to play during a problem-solving discussion of that content.

Following a discussion of format of real-life situations, and given a similar experience to the preceding one, the student will return to the classroom, be placed in a group of five to six which will conduct a discussion which evaluates the observed process in terms of the concepts learned in small-group communication. Each group will submit a summary of findings.

Following a discussion of real-life situations and given any of the previous experiences and assignments, the student will keep a written record of the process of the actual session.

D. Evaluation:

The student will:

be placed in a group of five to six and select a specific area topic, discussion question and subordinate questions, and after one day in the media center for research and data gathering, each group will establish an agenda and execute a problem-solving discussion and submit a written statement of the recommended solution and a log of the process of arriving at that solution.

TEACHER RESOURCE MATERIALS

Small Group Communication

Bormann, Ernest G., *Discussion and Group Method*. Harper and Row, 1968.

Brilhart, John K., *Effective Group Discussion*. Wm. C. Brown Company, 1967.

Crowell, Laura, *Discussion: Method of Democracy*. Scott, Foresman and Company, 1963.

Gulley, Halbert E., *Discussion, Conference and Group Process*. Holt, Rinehart and Winston, Inc., 1968.

Shepherd, Clovis R., *Small Groups: Some Sociological Perspectives*. Chandler Publishing Company, 1964.

Smith, William S., *Group Problem-Solving Through Discussion*. Bobbs-Merrill Company, 1965.

DEBATE

Philosophy and Objectives

The general aim of school debating is to train students for the important debating situations of life—the courtroom, the political platform, the civic improvement group, the legislative body, the club or organization. School debating is also a valuable tool for developing in the students the habits of thorough investigation, logical thinking, and effective extemporaneous delivery. If it is to be a desirable part of the speech program, debating must, however, be practiced in an atmosphere of friendliness, tolerance, and fairness, and with constant attention to objectivity in analysis and reasoning. Moreover, it must constantly be borne in mind that the purpose of training in debate is not primarily to win decisions in school tournaments, but to educate students for a life of intelligent and responsible citizenship.

A debate is the presentation of the strengths of either side of a proposition. The proposition is supported by the affirmative side and denied by the negative side. The purpose of the debater is not to convince his opponent, since it is assumed that both parties to the argument have studied all of the available facts and have arrived at what they believe to be the proper solution to the problem out of which the debate arises; rather, it is to convince a neutral third party, either in the form of a single critic or an audience, that the solution presented is the correct and desirable one.

This course identifies a series of units designed to provide the needed theory units designed to provide the needed theory of argumentation and opportunity for application. The units are the relationship of fundamental skills to debate, the conceptual elements of argumentation, support for the case, argumentation of the case, and formats for debate.

The general objective of this course is that the student will know the tools to develop and present arguments of logical validity in a communicative manner. Each student will, by the end of the course, score 80% or better on terms and concepts and apply them in a debate situation.

UNIT I: REVIEW OF FUNDAMENTAL SKILLS AND INTRODUCTION TO DEBATE

A. Objective:

Upon completion of a review of the basic skills of oral communication, including the considerations and activities listed below, the student will identify applications of these skills to debate (See evaluation).

B. Considerations:

- Selection of topics for debate
- Research and data gathering
- Support material
- Organization
- Delivery

C. Alternative Activities:

Following a review of topic selection, the student will identify in writing ten possible topic areas appropriate for debate.

Following a review of research and data gathering, the student will identify in writing a topic area for debate and list ten possible bibliographic sources of information to be examined.

Following a review of organization and the organizational format of problem-solution, the student will identify main heads for this pattern of arrangement appropriate to argument.

Following a lecture/discussion on the basic delivery techniques, times, and format of general debate and placed in groups of four with an assigned topic, the student will be a member of either the affirmative or negative team, and will prepare and present a 2 minute speech on the topic.

D. Evaluation:

The student will:

score 80% or better on a written test reviewing concepts from his fundamentals course;

and/or

deliver a 3-5 minute speech in which he has applied the principles of research, organization, and delivery.

UNIT II: CONCEPTUAL ELEMENTS OF ARGUMENTATION

A. Objective:

Upon completion of a study of the conceptual elements of argument, including the considerations and activities listed below, the student will define debate terminology and processes (See evaluation).

B. Considerations:

- Proposition: wording, structure, use, fact, policy
- Burden of proof: value, inherent responsibilities, establishment, presumption
- Prima Facie case: constructive speech, rebuttal speeches
- Stock issues: definition, differentiation, use, contentions, issues within a debate

C. Alternative Activities:

Following a lecture/discussion on the importance of clear and concise wording of propositions for debate, and the difference in propositions of fact and policy, the student will identify from a list of fifteen propositions those which are (1) propositions of fact, (2) propositions of policy, and (3) improperly worded for use in debate.

Following a lecture/discussion on the burden of proof and presumption, the student will score 80% or better on a written, short-answer exam concerning definitions of the above terms, and including a brief explanation of their importance and use in debate.

Following a lecture/discussion on the construction and importance of a prima facie case, and given a copy of five case outlines, the student will identify in writing those which establish a prima facie case. He will then add contentions to those which are incomplete to make prima facie cases from them.

Following a lecture/discussion on stock issues, the student will score 80% or better on a quiz in which he defines these terms and briefly explains their purpose in a debate.

D. Evaluation:

The student will:

score 80% or better on a multiple choice written exam on the conceptual elements of argumentation;

and

select a topic area, state a proposition which carries a burden of proof and in a 3 minute speech develop the need argument which *must* include at least two contentions.

UNIT III: SUPPORT FOR THE CASE

A. Objective:

Upon completion of a study of support for the case, including the considerations and activities listed below, the student will identify types of evidence and reasoning and will apply them in argumentation (See evaluation).

B. Considerations:

- Evidence (proof): types, supporting evidence
- Reasoning: cause-effect, inductive, deductive, literal analysis, figurative analysis, expert opinion, statistics
- Refutation
- Fallacious reasoning

C. Alternative Activities:

Following a lecture/discussion on the use of proof in debate, and given written samples of the different types of proof, the student will identify in writing each sample as one or more of the following types of supporting evidence: (1) cause-effect reasoning; (2) inductive reasoning; (3) deductive reasoning; (4) literal analogy; (5) figurative analogy; (6) expert opinion; and (7) statistics.

Following a lecture/discussion on the use of proof and support material, the student will select at least two different examples from periodicals to illustrate at least five types of proof.

Following a lecture/discussion on support material and use of proof, and given a proposition, the student will orally identify possible types of proof for the statement, and defend his choices.

Following a lecture/discussion on support material and proof, and given a hand-out containing inconsistencies in reasoning or proof, the student will report orally to the class on at least three examples of faulty reasoning or poorly supported statements he finds in the printed materials.

D. Evaluation:

The student will:

select at least twenty samples from newspapers and other periodicals or from television advertising and prepare a paper from these identifying and illustrating at least three of each of the different types of supporting evidence or reasoning. Evaluation will be based upon the extent to which all types are illustrated;

and/or

deliver orally before the class a 3-5 minute argument in support of or in opposition to an assigned proposition. Successful performance will require at least three different types of support used to support the assertion.

UNIT IV: ORGANIZATION OF CASE

A. Objective:

Upon completion of a study of organization of case, including the considerations and activities listed below, the student will identify approaches available to affirmative and negative cases and deliver both types of argument (See evaluation).

B. Considerations:

- Affirmative: defining terms, traditional case, comparative advantage case, organization
- Negative: position of argument: status quo, direct refutation, repairs, counter-plan

C. Alternative Activities:

Following a lecture/discussion of the importance of the terms in debate, the student will, from a list of given propositions, select orally those words in the proposition which need further definition, and state possible definitions.

Following a lecture/discussion on traditional and comparative advantage case structures, the student will identify from a prepared list those case outlines which are traditional or comparative advantage. In addition, given a proposition, he will discuss and defend briefly in writing which type case he would choose for use on that proposition.

Following a lecture/discussion on organizing an affirmative case, the student will be paired with another student and assigned a proposition to present orally in outline form, explaining to his classmates (1) definition of terms, (2) selected line of argument (traditional, comparative advantage), (3) stock issues and supporting contentions, and (4) anticipated major areas of clash and affirmative position on these issues.

Following a lecture/discussion on types of negative argument and organization of the negative case, the student will, with his previously-assigned partner, report orally on his choice of a negative position to his original affirmative case, and his reasons for the choice. He will identify anticipated areas of clash and respond negatively to the issues.

Following a lecture/discussion on possible negative positions of argument, the student will define in writing the following types of cases, their strengths, and possible weaknesses: status quo, direct refutation, repairs, counterplan.

D. Evaluation:

The student will:

be assigned a debate proposition for which he will prepare and then debate orally with a colleague before the class either the affirmative or negative position. Success will require application of comparative advantage or traditional case structure to the proposition, definition of terms, statement of contentions, evidence of research, and a 5-7 minute oral presentation.

UNIT V: FORMATS

A. Objective:

Upon completion of a study of formats including the considerations and activities listed below, the student will identify the various structures and deliver a speech in each of the four formats of debate (See evaluation).

B. Considerations:

- The structure and concept
- Debate forms: traditional, cross-exam, congressional or parliamentary, informal

C. Alternative Activities:

Following a lecture/discussion on history and format of traditional-style debate, the student will research and debate in class (in traditional style) a given proposition.

Following a lecture/discussion on cross-examination debate, the student will demonstrate orally his knowledge of debate technique, including cross-examination, by conducting an in-class cross-examination-style debate on a pre-assigned proposition.

Following a lecture/discussion on parliamentary or congressional debate, the student will orally support or oppose a bill or resolution read to the class. Proper parliamentary procedure will be used at all times during the exercise.

Following a short speech on a relevant topic, the student will respond informally, either negatively or in support of the topic in an impromptu manner.

D. Evaluation:

The student will:

deliver a 5-7 minute speech, organized to conform to an assigned format structure (traditional, cross-examination, parliamentary, or informal). Success on the assignment to be measured by inclusion of the characteristics of the selected format.

TEACHER RESOURCE MATERIALS

Debate

Bauer, Otto F., *Fundamentals of Debate: Theory and Practice.* Scott, Foresman, and Company, 1966.

Ehninger, Douglas and Wayne Brockriede, *Decision By Debate.* Dodd, Mead and Company, 1963.

Freeley, Austin J., *Argumentation and Debate: Rational Decision Making,* 3rd edition, Wadsworth Publishing Company, 1971.

Michigan Speech Association Curriculum Guide, *Discussion and Argumentation—Debate in the Secondary School.* National Textbook Corporation, 1968.

Miller, Arthur B., and Remo Fausti, *Elements of Deliberative Debating.* Wadsworth Publishing Company, 1969.

PARLIAMENTARY PROCEDURE

Philosophy and Objectives

Parliamentary procedure provides an orderly system for allowing and expediting equal voices in decision making. It reflects the tenets of the United States of America and thus prepares the individual for understanding of and participation in "government by committee."

Today's educational trends are toward a core program which enables the student to develop his knowledge in a way that inter-relates all aspects of his learning. The study of parliamentary procedure in the secondary school is a step which makes the study of history and the democratic process realistic and workable. Thus, it is possible for the student to understand how our history has come about through the democratic process.

Since the highest form of discussion and debate is eventually governed by the rules of parliamentary procedure, a basic knowledge of these rules is imperative. With such knowledge comes the realization that rules per se are not developed by far-off gods but are instead the result of the members of an organization determining what guidelines are best to expedite equal voices in reaching their goals. Rules can prevent chaos, but unless they are explicit and precise, they can entangle procedures. The knowledge and use of parliamentary procedure is a key enabling the student to take an effective part in school, community, and governmental activities.

The purpose of this course is to involve the student in parliamentary situations which illustrate democratic process and which present the basic rules of group organization. The course is six to eight weeks long, and may be taught in a semester which also includes discussion, or mass communication, or any other choice made by the teacher.

The course is divided into four units: review of fundamental skills as applied to parliamentary procedure, organizing a permanent society, motions, and ratification of a document. Each unit consists of an objective, considerations, student activities, and evaluation.

Following an eight-week study and application of the purpose and procedures of parliamentary procedure through the organizing of a permanent society, each student will fulfill the course objective of mastering the process of parliamentary procedure by scoring 80% or better on a written objective examination which includes questions on the fundamental skills as applied to parliamentary procedure, motion, preliminary organization of a permanent society, and ratification of a document.

UNIT I: REVIEW OF FUNDAMENTAL SKILLS AND INTRODUCTION TO PARLIAMENTARY PROCEDURE

A. Objective:

Upon completion of a review including the considerations and activities listed below, the student will apply the fundamental skills to parliamentary procedure (See evaluation).

B. Considerations:

- Selection of a topic as applied to parliamentary procedure; principles of parliamentary procedure, issues to be dealt with on organizing, vocabulary
- Research and data gathering as applied to parliamentary procedure, constitutions, bylaws, articles, amendments, reference material on parliamentary procedure
- Discovery and use of support material: constitutions, bylaws, articles, amendments, reference material on parliamentary procedure
- Organization: order of business, seven voting methods (voice, ballot, etc.), quorum
- Delivery: methods (manuscript, memorized, extemp), skills (verbal, nonverbal), parliamentary procedures steps to obtain action

C. Alternative Activities:

Following a discussion of the principles of parliamentary procedures, the student will be given 15 minutes to write one to three sentences which explain each principle by defining the terms and providing an example. The remainder of the period will then be spent by each student, when called upon by the teacher and asked for a specific principle, reading his explanation aloud. Each student may, when called upon, comment on other students' definitions by adding to or subtracting from them.

Following a lecture/discussion on twenty basic vocabulary terms of parliamentary procedure, the student will score 80% or better on a written test on these twenty terms.

Following a lecture/discussion on issues to be dealt with by organizations, and given a copy of the minutes of a meeting of an organization and 15 minutes to prepare, the student will read those minutes and then list in writing the issues dealt with during that meeting by that organization, and will, when called upon by the teacher, state those issues aloud.

Following a lecture/discussion on issues dealt with by an organization, and given 15 minutes, the student will list in writing five specific issues he thinks any organization must deal with and write the reason why by each issue.

Following a lecture/discussion on research and data gathering for parliamentary procedure, the student will use the library to locate a specific constitution of an organization, and list in writing the stated purpose of that organization.

Following a lecture/discussion on discovery and use of support material for parliamentary procedure, the student will select one of the issues which he wrote earlier, use the library to secure a specific constitution or other source, and write examples which either illustrate, explain, or defend the need for such an issue.

Following a lecture/discussion on all aspects listed under Organization in considerations, and given 30 minutes, the student will list in writing the entire order of business, the seven voting methods, and the definitions of a quorum.

Following a lecture with examples on the seven voting methods, and given a mock question and a specific method of voting, the student will so vote on that question.

Following a discussion on delivery as applied to parliamentary procedure, and employing the parliamentary steps to obtain action, the student will present an issue, which he has earlier written and supported, to the house.

D. Evaluation:

The student will:

score 80% or better on a written examination on the fundamental skills as applied to parliamentary procedure.

UNIT II: MOTIONS

A. Objectives:

Upon completion of a study of motions, including the considerations and activities listed below, the student will apply the correct procedures for making each of the four classes of motions (See evaluation).

B. Considerations:

The nature, purpose, precedence, procedure, and types of each of the four classes of motions:

- Principal motions: main motion; reconsider; rescind, expunge; take from the table
- Subsidiary (secondary) motion: postpone indefinitely; amend; refer or commit; postpone to a definite time; limit debate; previous question; lay on the table
- Incidental motions: point (question) of order; appeal; division of the assembly; division of the question; leave to withdraw a motion; parliamentary inquiry; suspension of rules
- Privileged motions: call for the order of the day; question of privilege; take recess; adjourn; fix time and place

C. Alternative Activities:

Following a lecture/discussion on the nature, purpose, precedence, and procedure of each of the five types of principal motions, and given an in-class meeting, specific students will be assigned to present a particular principal motion to the class, will discuss and vote on it in correct parliamentary procedure. The same procedure is used for subsidiary, incidental and privileged motions.

Following a period of information and application of the nature, purpose, precedence, and procedure of the four classes of motions, and given a list of 15 motions for a hypothetical meeting, the student will correctly label each of the motions as to class and type, and will arrange them in the correct order of precedence.

Following a period of information and application of the nature, purpose, precedence, and procedure of the four classes of motions, and given a chart with all the motions listed by class and type down the left-hand side, and blanks underneath the categories of: "purpose," "requires a second," "debatable," "amendable," and "vote requirement," the student will complete the blanks by writing the purpose, and writing yes or no under: "requires a second," is "debatable," and is "amendable;" and writing the percentage under "vote requirement."

Following a period of information and application of the nature, purpose, precedence, and procedure of the four classes of motions, the student will write a dialogue of a hypothetical meeting which includes at least two types of each class of motion.

D. Evaluation:

The student will:

score 80% or better on a written examination on the four classes of motions;

and/or

will prepare and present one of the four classes of motions during an hour-long class meeting; and will vote in proper order on the motions presented during that meeting.

UNIT III: ORGANIZING A PERMANENT SOCIETY

A. Objective:

Upon completion of a study of organizing a permanent society including the considerations and activities listed below, the student will participate in the preliminary information and participation for organizing a permanent society. (See evaluation).

B. Considerations:

- Duties of a member in the procedure for speaking and making motions
- Duties of a chairman in handling speaking and the making of motions
- The preliminary meeting: sufficient number of people interested in a specific organization; time and place for first meeting; temporary chairman and temporary secretary; explain purpose of organization; introduction of the resolution; move the appointment of a constitution committee
- The first meeting: elect temporary chairman; elect temporary secretary; state purpose of meeting; introduce the resolution; specific assignments of committees: (articles) name and purpose; membership; officers; meetings; amendments (method of)

C. Alternative Activities:

Following a lecture/discussion on the duties of both the members and a chairman, and given a sheet which lists the specific duties of the chairman, the student will prepare himself to participate in organizing a permanent society. His preparation will be measured by the precise manner by which he conducts himself, as established by the duties of members and the chairman, as he participates in the following activities.

Following a lecture/discussion on the activities of a preliminary meeting, and given time to prepare, the student will write the specific kind of permanent society he would like to organize and list at least three reasons why this kind of society should be organized.

Following a lecture on the activities of a preliminary meeting, and prepared with his written suggestion of and and reasons for a specific organization, the student will, when called upon by the teacher, read his suggestion to the class, and answer any questions asked by the class.

Following the reading of all suggestions for specific organization, the student will vote for three suggestions he prefers. The teacher will conduct the voting, using a different voting technique each time. After the three suggestions have been selected, each student who presented the original suggestion will again present it. Each student in the class may support or deny a suggestion through correct member procedure for speaking. After presentation and discussion of the three final suggestions, each student will vote, in a specific method designated by the teacher, for the one suggestion he prefers. The selected suggestion will become the kind of permanent organization for the class.

Following a lecture on activities of a preliminary meeting, each student may nominate and will vote in a specific method designated by the teacher for persons who will (1) call the first meeting to order, (2) be proposed as temporary chairman and for what length of time (it is best to rotate temporary officers so as to give everyone a chance to participate), (3) be proposed as temporary secretary and for how long, (4) explain the purpose of the organization, (5) introduce the resolution, and (6) move the appointment of a constitutional committee.

Following a lecture on the activities of the first meeting and prepared by the decisions made in the preceding activity, the student who was selected will call the first meeting to order and complete the process of selecting the temporary chairman. The temporary chairman will resume the business of election of the temporary secretary, the explanation of the purpose of the organization, the introduction of the resolution, and the making of a motion to appoint the constitutional committee.

Following a lecture on the articles of a constitution, and after selection of a new temporary chairman, each student will volunteer or be appointed to one of the committees (name and purpose, membership, officers, meetings, and amendments). The committees will be given one week of class time to locate and analyze their articles in at least three other constitutions. Each member of the committee will write in correct form his suggestion for the wording of his article and will present it in a 3-5 minute informal speech to the committee. The committee will collate its final selection and will select someone to present it to the entire group for ratification.

D. Evaluation:

The student will:

score 80% or better on a written objective examination which includes questions on duties of members and the chairman, the activities of a preliminary meeting, and the activities of a first meeting.

UNIT IV: IMPLEMENTATION OF A PERMANENT SOCIETY

A. Objective:

Upon completion of application of the procedures of ratifying a document, including the considerations and activities listed below, the students will organize a real society of which they will be charter members. Organization will require use of previously studied procedures (See evaluation).

B. Considerations:

- Adoption of the constitution and bylaws
- Procedure for ratification
- Election of permanent officers
- Committee assignments

C. Alternative Activities:

Following a lecture/discussion on the procedure of adopting the constitution and bylaws, the chairman of the constitution committee, when called to report by the temporary chairman, will read the constitution aloud, move its adoption, and hand the original and one duplicate copy to the chairman (for the secretary).

Following a study of motions and using the results of the committee on a specific article, that committee will present the article as a principal motion to the entire class during the second reading. Each article and section will be read, discussed, and possibly amended, until the entire document has been considered.

Following the consideration of the entire document and possible revision thereof, the chairman of the constitution committee will read the constitution in its entirety, and the group will have the opportunity to amend it as a whole, following correct parliamentary procedure.

Following a period when all amendments have been acted upon, the chairman of the constitution committee will again read the constitution in its entirety. Each student will identify in writing any conflicting amendments which may have inadvertently crept in and will, when the floor is opened for discussion, present those conflicts to the house. After the fourth reading, the constitution is then put to a vote, and if adopted, a recess is declared in order that the members may sign the document.

Following the adoption of the constitution and a 15 minute lecture with examples on bylaws, the temporary chairman will conduct a meeting to determine the

bylaws. In this meeting, each student will prepare in writing a suggested bylaw, and will, when called upon by the chairman, present that suggestion to the class in correct parliamentary procedure, etc.

Following the adoption of the constitution and bylaws, the students will elect permanent officers according to the procedure established therein.

Following the election of permanent officers, each student will prepare in writing one item of new business to present to the organization, and will, when called upon by the chairman, present this item in correct parliamentary procedure to the group, which will then follow correct parliamentary procedure in acting upon it.

D. Evaluation:

The student will:

score 80% or better on an objective test which includes questions on the process of each reading for adoption of a constitution and bylaws and the procedure for electing permanent officers.

TEACHER RESOURCE MATERIALS

Parliamentary Procedure

Eubank, Henry L., *Meeting Management.* William C. Brown Company, 1968.

Cruzon, Rose Marie, *Practical Parliamentary Procedure.* McKnight & McKnight, 1962.

Brigance, William Norwood, *Speech: Its Techniques and Disciplines in a Free Society.* Appleton-Century-Crofts, Inc., 1952.

Robinson, Karl F., and Charlotte Lee, *Speech in Action.* Scott and Foresman and Company, 1965; pp. 180-203.

MASS COMMUNICATION

Philosophy and Objectives

The increase in population and technology has yielded three media of mass communication—print (primarily newspapers and magazines), broadcasting (radio and television), and film. These media reflect, interpret, and influence our society.

Just as a responsible, articulate citizen needs to know the techniques of language so that he can analyze written and oral communication, so he needs to know the techniques of these media. He must be able to analyze their content and method so that he can decide for himself what to appreciate and what to discard.

The course is divided into three units, one on each of the media and presented in terms of its social, legal, political, economical, and technical aspects. Each unit includes objectives, considerations, student activities, and evaluation. A list of minimum materials is also recommended for each unit.

This course has an overall objective to equip the student to analyze written and oral communication. Accomplishment of this course objective can be evaluated during the last week of the course in three ways: (1) given copies of a newspaper and a magazine covering similar events, and 30 minutes to read and analyze specific sections of them as well as their format, the student will write his analysis in terms of support material, believability, and layout; (2) after viewing a 15 minute television show or film, the student will have 40 minutes to prepare a 3-5 minute speech which analyzes the purpose, technique (camera), and support material and will then present that speech to the class; (3) the student will have three days to prepare a 7-9 minute speech which is built around a single fact, value, or policy thesis statement about mass communication and which discusses all three media and uses specific supporting evidence for its thesis statement. He will then present this speech to the class.

UNIT I: PRINT

A. Objective:

Upon completion of a study of the print media (primarily newspapers and magazines), including the considerations and activities listed below, the student will analyze content and format of various publications and will participate in creating a newspaper or a magazine (See evaluation).

B. Considerations:

- Social: information, persuasion, entertainment, newspapers and magazines as public products, not moral entities
- Political: influence, biases, point of view, ownership, types of media
- Economical: money generated by the industry, money spent by the industry, operating procedures of the industry
- Legal: free speech controversy, laws, question of whether media invents or reports news
- Technical: lay-outs, headlines, printing procedures, pictures, types of stories and articles

C. Alternative Activities:

Following a lecture/discussion on the social role of the print media and given a copy of a front section of a newspaper, each student will list by headline the articles which are informative, the articles which are persuasive, and the articles which are entertaining.

Following a lecture/discussion on the political role of the print media and given the editorial page of a newspaper, each student will identify the point of view excerpt examples to support his analysis, and present his findings in a 3-5 minute informative speech to the class.

Following a lecture/discussion on the political role of the print media and given a specific magazine and placed in groups of four to five, each group will write the overall point of view of that magazine and support that conclusion with a minimum of one example each from an article, advertisement, editorial, picture, and lay-out.

Following a lecture/discussion on the political role of the print media, each student will have one week to select one specific topic, locate three different articles from newspapers and magazines on that topic, and write a description with supporting examples of the point of view of each source. He will then compare and contrast the three points of view, select the one which is most believable to him, and in writing state why it is so.

Following a lecture/discussion on the technical aspects of the media, each student will draw a front page lay-out for a community newspaper implementing the news stories of the day.

Following a lecture/discussion on the technical aspects of the media, the students will visit the local newspaper plant to observe the printing and production processes.

Following a lecture/discussion on the technical aspects of the media, each student will list in writing five different sizes of headlines and the relative importance of each size.

Following a lecture/discussion on the overall role of the print media, each student will have two days to select and read a newspaper or magazine of his choice and prepare a 4-6 minute speech on the lay-out, point of view, successes and failures as he sees them of the selected media. He will then present that speech, using for illustration a copy of the media.

D. Evaluation:

The student will:

be given a newspaper section or magazine to examine, and will in writing correctly identify the point of view of that media and support that conclusion with a minimum of three excerpted examples;

and/or

be placed in a group of 4-6 which will select a particular kind of newspaper or magazine, draw a lay-out for a front page, editorial page, feature page, and general page, and prepare a 3-5 minute speech per member which presents the layout of a particular page to the class, the point of view and purpose of the media, and the reasons for so organizing the media.

UNIT II: BROADCASTING

A. Objective:

Upon completion of a study of the broadcasting media (radio and television), including the considerations and activities listed below, the student will demonstrate orally and in writing his knowledge of broadcasting and understanding of its present function in society (See evaluation).

B. Considerations:

- Social: entertainment, information, persuasion, aids to education, believability, program types
- Political: broadcasting as a media of persuasion
- Economical: G.N.P. affected by (1) money media causes others to spend, and (2) money the industry itself spends
- Legal: laws (licensing, controls, monopolies, advertising), free speech controversy
- Technical: scheduling, producing, taping, equipment

C. Alternative Activities:

Following a lecture/discussion on influences of broadcasting on society, the student will list in writing two influences and write an example of each using his own words.

Following a lecture/discussion on broadcasting as sources of entertainment and information, and given a list of program types and a copy of the local broadcasting listings, the student will first categorize each program according to type and to predominance of entertainment or information, and will then mathematically determine the predominant offerings in the area.

Following a lecture/discussion on the objectives of programming and given a copy of the local broadcasting listings, the student will analyze a day's offerings by applying the objectives of programming.

Following a lecture/discussion on broadcasting as an aid to education and given a copy of the local commercial and educational television listings, the student will categorize programs according to instruction or information/culture and will, for the commercial station, determine how many programs are "educational," and for the educational station, determine how many are instructional and how many are informative/cultural.

Following a lecture/discussion on theories about broadcasting as a media of persuasion, each student will list five commercial broadcasting programs which he can recall as having persuaded him to think or do "x" (e.g., believe in an idea, etc.). He will then assess each program-influence by one or more of the theories presented, organize his list into a 4-5 minute informative speech and present it to the class.

Following a lecture/discussion on the economical role of broadcasting which includes a list of the costs of commercial air time and a list of the costs of various equipment, overhead, and salaries, each student will prepare and present a 4-6 minute speech on the role of broadcasting in the economy.

Following a lecture/discussion on broadcasting as sources of entertainment, and given one week to select and view a half-hour drama (or documentary, newscast, or variety show) with highly controversial material, the student will write examples from the program which fulfill each of the following categories: elements of information, entertainment, opinion formulation, and persuasion. Each student will state his findings orally to the class when called upon by the teacher.

Following a lecture/discussion on the economical role of broadcasting with emphasis on the construction and purpose of commercials, and after viewing in class two to five commercials on television, the student will record the name of the product, the motivational techniques, and the technical techniques of each commercial.

Following a lecture/discussion on the role and responsibility of broadcasting in society, each student will write what he considers the ideal role to be and will then list: (1) all ways which broadcasting meets this responsibility; (2) all ways in which broadcasting does not meet this responsibility; (3) all practical reasons why broadcasting might be unable to meet this responsibility as perceived. Each student will then prepare and present a 4-5 minute speech to the class based on his data.

Following a lecture/discussion on the role and responsibility of broadcasting in society, with emphasis on the construction and purpose of commercials, each student will write a script including stage and/or film directions for a 1-minute television commercial.

Following a lecture/discussion on program types and techniques of broadcasting, and placed in groups of four to six, the students will conceive, organize, and complete a half-hour radio documentary on a selected subject and tape record it. When the tape is played to the class, class members will write the subject, point of view, elements of information and persuasion, support material, and documentation of the program.

Following a lecture/discussion on fifteen general terms of the techniques of broadcasting the student will score 80% or better on a written examination covering these terms.

Following a study of broadcasting which includes twenty-five terms from all its areas, the student will score 80% or better on a written examination covering these terms.

Following a study of broadcasting, the student will participate in a field trip to a local radio and/or television station and will answer in writing fifteen questions regarding that field trip when he returns to school.

D. Evaluation:

The student will:

score 80% or better on a written examination covering the social, political, economical, legal, technical aspects of broadcasting;

and

prepare and present a 5-7 minute informative speech on a selected aspect of broadcasting.

UNIT III: FILM

A. Objectives:

Upon completion of a study of the aspects and processes of film, the student will analyze the content and techniques of a given film and will participate in making a short film (See evaluation).

B. Considerations:

- Social: exposition, persuasion, entertainment, information, instruction, art
- Political: governmental and propaganda use of films, film as "truth"
- Economical: money spent by the public to see films, money spent by the industry to make films
- Legal: laws, rating codes, licensing, corporate structures

C. Alternative Activities:

Following a lecture/discussion on film's influence on society through exposition (documentary, explanation, and/or information) and after viewing a short film in one of the aforementioned categories, the student will write excerpts from the film which fulfill each question or category: topic of film, purpose, use of specific types of support material, organization. He will then view the film again, and afterwards, either add to or delete from his written excerpts. (Repeat the same procedure for an essentially "entertaining" film.)

Following a lecture/discussion on film's influence on society through persuasion, each student will list five films he has seen which have persuaded him to some point of view or idea and will identify that point of view or idea and at least three techniques used to achieve it for each film.

Following a lecture/discussion on the motivational techniques of promotion of films and their relationship to film content, and given a copy of film advertisements in a newspaper, each student will identify in writing the motivating force used to persuade people to go to the film, and will, when called upon by the teacher, state his findings to the class.

Following a lecture/discussion on film techniques, each student will view in class a television commercial and write excerpts which illustrate camera angle, cut, fade, zoom, pan, and tracking. (Repeated experienced are needed to reinforce the various techniques.)

Following a lecture/discussion on frame composition, each student will be given three to five still pictures (cut from magazines, etc.) and will analyze the composition in terms of camera angle, camera shot, subject placement, use of light and shadow, and creation of mood. After working with still pictures, the students will view a 2 to 5 minute film and discuss it from the same points, but with the addition of action and continuity.

Following a lecture/discussion on persuasion in both language and film, and after viewing a short film of persuasion, the student will write the persuasive point(s) being made, and will list in writing the supporting material for that point, both in terms of facts, reasoning and motivation and in terms of camera techniques. He will present his findings in a 4-6 minute speech to the class.

Following a lecture/discussion on the process of film-making (subject and technique), each student will create, organize, and write the full script (including camera directions) for a 1-minute film on a selected subject. Each member of the group will then participate in a 12-15 minute symposium which presents and explains that film to the class.

D. Evaluation:

The student will:

view a short film and score 80% or better on a written, objective examination which requires him to identify the film's subject, credits, major and minor content techniques, camera techniques and overall purpose;

and/or

be placed in a group of four to six to make a 50-foot silent, either black and white or color, super 8 film on a subject of the group's choice from the following possibilities:

Exposition

a. How to do "X": select a sport, hobby, or skill; determine precisely the steps and procedures required; write a rigid script complete with camera directions, film it.

Or, state and film a contest—arm wrestling, egg-eating, etc.

b. Documentary: select one person or place, determine precisely the information to be given about him or it, and for what purpose; write the script; film it.
   Or, select a local incident (athletic preparation, band rehearsal, play rehearsal, etc.)

c. Information: select a topic (shoes, animals, light fixtures, transportation, guide to your city, etc.) research it; decide what pieces of information can be presented visually and silently; organize it; write the script; film it.
   Or, explain an idea from a particular point of view (an old person, a child, something inanimate, etc.)

Persuasion:

a. Select a general topic (automobiles, for example) and then determine a precise point of view and a judgment or conclusion (automobiles are the most wonderful invention of man); gather data; write the script; film it.

b. Select a general topic, then present two conflicting points of view about that topic and then persuade the audience to either one of the two points of view, or a new, third point of view.

c. Select a theme which is inaccessible to direct interpretation on film, (e.g., the color yellow in a black/white film, or the sound of wind in a silent film, shapes, or textures etc.); write the script; film it.

Following production and processing of the student-made films, all films are viewed in class for appreciation and analysis of purpose, technique, subject matter, successes and failures.

TEACHER RESOURCE MATERIALS

Mass Communication

Casty, Alan, *Mass Media and Mass Man.* Holt, Rinehart and Winston, Inc., 1968.

Rivers, William L., Theodore Peterson and Jay W. Jensen, *The Mass Media and Modern Soceity.* Rinehart Press, 1971.

Broadcasting

Brooks, Keith, editor, *The Communicative Arts and Sciences of Speech.* "The Social Importance of Television and Radio," by Baron Griffith and Maurice E. Shelby; pp. 393-410; "History and Development of Radio and Television," by Edgar Willis; pp. 358-374; "Radio and Television Programing," by Richard Moll; pp. 375-392.

Film

Jenks, William, *The Celluloid Literature.* Glencoe Press, 1971.

Kuhns, William and Thomas F. Giardino, *Behind the Camera.* George A. Pflaum, 1970.

"Basic Titling and Animation for Motion Pictures," Kodak Company.

"Movies with a Purpose," Kodak Company.

"Slides with a Purpose," Kodak Company.

ORAL INTERPRETATION OF LITERATURE

Philosophy and Objectives

Teachers today find more and more students who either do not or cannot create mental images from the words they read. Literature far too often lies, lifeless, upon the page. This seeming inability to create mental pictures has been cited as the result of an environment of television and movies, media which supply all images and leave the individual with little to do.

Oral Interpretation, however, requires the individual to discover and to re-create experiences from written language. It is the process of determining possible meanings of written works in prose and poetry, and of bringing those meanings to visual and aural life. The value of oral interpretation exists in its two-fold goal of discovery and recreation. The student must first analyze a work(s) for action and development before he can interpret that work for theme, mood, and the total experience the work affords. Only then can he begin to determine methods of "bringing the work to life" for others.

Oral Interpretation provides a different, yet sound, basis for studying organization, research, and analysis. It provides an excellent approach to the world of literature. Also, it provides a viable context for students to experience literature and to know the pleasure and satisfaction of communicating that experience with others.

This course is subdivided into four units: review of fundamental skills as applied to interpretation, selection and analysis of material, individual interpretations and techniques of preparation, and group interpretations and techniques of preparation. Each unit consists of an objective, of considerations, of student activities, and of evaluation.

The course objective is the enabling of the student to analyze, prepare, and present a piece of literature to an audience. This objective will be evaluated during the final week of the course when the student will select an excerpt from prose for a 6 to 8 minute individual interpretation in which his introduction reflects both purpose and technique and in which his content, or interpretation itself, appropriately employs all of the techniques of presentation and of literary adaptation.

UNIT I: REVIEW OF THE FUNDAMENTAL SKILLS AND INTRODUCTION TO ORAL INTERPRETATION

A. Objective:

Upon completion of a review, the student will apply fundamental skills of The Basic Course to the process of oral interpretation (See evaluation).

B. Considerations:

- Selection of material for an interpretation situation: occasion, purpose, self-interests, audience analysis and adaptation, types of material (prose and poetry), sources of material (other classes, books, magazines, recommendations, bibliographies)
- Support materials in works for interpretation: kinds of evidence or details, techniques of composition (flashback, transition, stream-of-consciousness, narration, characterization, action, climax)
- Research and data gathering for interpretation: information on author and/or period
- Organization in works for interpretation: time, topical, logical, motivational, flashback, stream-of-consciousness, narration, lyrical.
- Delivery: methods (manuscript, memorized), skills (verbal, nonverbal)

C. Alternative Activities:

Following a review/discussion on selection of material for an interpretive situation, the student will compile a written list of works (three prose, three poetry) he personally likes and will construct hypothetical audiences based on occasion and purpose for each work.

Following a review/discussion on selection of material for interpretive situations, the student will use the written list of works from the preceding activity and will write for each work a supported reason as to why it could merit presentation to an audience, e.g., " 'Barn Burning' by William Faulkner has strong character analysis and identification."

Following a review/discussion on sources of literature, the student will compile a written list of five pieces of literature he has read and enjoyed and a second list of five works he has not read but which he has had recommended to him or has wanted to read.

Following a review/discussion on support material, and given a mimeographed one-paragraph character sketch, the student will write a generalization about the kind of character in the work, e.g., "The main character is a gentle person," and will support that generalization with as many examples and/or details as there are in the paragraph. (Note: this same exercise can also be done with a poem, an essay, an excerpt from a novel, etc.)

Following a review/discussion on organization and given an 8-10 sentence paragraph from an essay, the student will write the main point of the paragraph and will list the method of arriving at that point and the pattern of arrangement of supporting material for that point. (Note: this should also be done with literature to afford recognition of similar uses of technique.)

Following a review/discussion on organization and given a one-page mimeographed short, short story, the student will write the main point of the story and the necessary sub-points to reach that main point.

Following a review/discussion on research and data gathering, the student will select one author and his work from his own list of six works liked (from preceding activity), go to the library and compile a bibliography of any critical essays written on either his author or the particular work he has listed by that author.

Following a review/discussion on delivery, the student will present his findings from the preceding activities in a 2 minute speech to the class, which includes a quotation of at least one excerpt from the literature.

Following a review/discussion on delivery, and given a list of twenty phrases with varying meaning, e.g., "Go!" (meaning get out of here), "Go?" (meaning do you want me to leave?), "Mother" (meaning the answer to a question), the student will deliver a particular phrase with the specified emphasis.

Following a review/discussion on delivery, and given a 3x5 card with a particular message on it, e.g., "Drink a glass of water; take off your hat and coat," the student will pantomime that message to the class, concentrating on the details of nonverbal delivery.

D. Evaluation:

The student will:

select a work he personally likes and will use the five fundamental skills in a 3-5 minute speech which explains to the class how this work could be used for interpretation and which includes the reading of a brief excerpt from the work.

UNIT II: SELECTION AND ANALYSIS OF MATERIAL

A. Objective:

Upon completion of a four-week study of selection and analysis of material including the considerations and activities listed below, the student will apply in writing and orally the techniques of selection and analysis of material for interpretation (See evaluation).

B. Considerations:

- Literary types: prose (essay, short story, play, novel, diary, letters), poetry (lyric, narrative, dramatic)
- Analysis of literature: objective (identification and action, characters, ideas, setting), interpretive (mood, theme, purpose, point of view)
- Language: style, stylistic devices (figurative language), word play (pun, connotation, level of language), cliches
- Introductions to interpretations: purpose (present information about work, author, and/or period; set the mood; orient the audience) methods (expository, persuasive), support material (place excerpt in context, identify characters, suggest or state theme)

C. Alternative Activities:

Following a lecture/discussion on literary types and given 2 days, the student will locate a work which he likes for each type and will write excerpts from each work which examplify the stated characteristics.

Following a lecture/discussion on analysis of prose literature for identification and development of the principles of action, characters, ideas, and setting, and given written sheets with a short, short story, the student will be placed in a group of three to five and will in class read the examples and write excerpts from them which exemplify the stated principles.

Following a lecture/discussion on analysis of prose literature for identification and development of the principles of action, characters, ideas, and setting, and after listening to a tape recording of an oral interpretation of a short story or essay, each student will comment on the identification of the stated principle.

Following a lecture/discussion on prose literature for elements of mood, theme, purpose, and point of view, and given the same example as in the preceding activity, the student will in class identify in writing the stated elements for each example.

Following a lecture/discussion on prose literature for elements of mood, theme, purpose, and point of view, and after listening to a tape recording of the same example as in the preceding activity, the student will comment on the stated elements from the work. (Note: the same activity can be used for analysis of poetry.)

Following a lecture/discussion on analysis of prose and poetry, the student will select a type of literature and a specific work for that type, and given three days of preparation time, will present a 3-5 minute oral communication to the class which analyzes the selected work on both objective and interpretive levels.

Following a lecture/discussion on levels of language, figurative language, denotation and connotation, and cliches, the student will locate and write examples of each aspect of language discussed. These examples may all be in one work or may come from different works.

Following a lecture/discussion on the purpose and methods of introductions, and using any piece of literature from any previous activity, the student will be given two days to write, memorize, and present to the class an introduction for that work which employs the techniques of purpose and method.

After listening to the introductions in the previous activity, the student will volunteer comments on (1) whether or not the introduction followed the techniques for introductions; (2) whether the particular work was appropriately introduced; (3) whether he would add or change anything in the introduction, and if so, what; and (4) whether or not the introduction was interesting.

After listening to the introductions in a previous activity, the student will vote for introductions which best fit each of the following categories: best all-round, created best mood, provided most information, established the best context, presented the best characterization, showed the best analysis of literature, showed the best analysis of language, oriented the audience best.

D. Evaluation:

The student will:

after three days preparation time, select a work not hitherto presented to the class, and will in writing analyze it on objective and interpretive levels, analyze its language use, and write an introduction which includes techniques of purpose and method. He will turn in copies of the full work he has selected, his analysis and his introduction. He will then present to the class a 4-6 minute oral interpretation of the work and an introduction to it.

UNIT III: INDIVIDUAL INTERPRETATION AND TECHNIQUES OF PREPARATION

A. Objective:

Upon completion of a six-week study of individual interpretation and techniques of preparation, the student will in a 30 minute quiz, state and define the considerations and will, in a 7-10 minute oral interpretation, apply those considerations and techniques to the specific class audience (See evaluation).

B. Considerations:

- Literary adaptation:
  - Purpose: to apply visual and aural techniques to written language
  - Techniques: point of view, setting, continuity, theme, action, interaction, building forward movement
- Techniques of preparation:
  - Methods: manuscript, memorized
  - Skills: verbal (timing, rate, rhythm, volume, emphasis, articulation, tone, consistency), nonverbal (locus, focus, gesture, facial expression)
- Methods of emphasis: description, narration, dialogue, action, reflection, and combinations of all or any

C. Student Activities:

Following a lecture/discussion on literary adaptation with examples of both an original work and an adaptation of it, and given a short prose work and one class period, the student will identify in writing all techniques of literary adaptation which are used in the work.

Following a lecture/discussion on literary adaptation, and using the same short prose work as in the preceding activity, the student will incorporate the techniques of adaptation into a 3-5 minute adaptation of the work.

Following a lecture/discussion on adaptation and selecting from his own list of preferred literary works, the student will identify in writing the point of view, theme, and elements of continuity for three different types of literature.

Following a review/discussion on methods and verbal skills of delivery, and given a short prose work and fifteen minutes to read and prepare that work in class, the student will comment on the specific verbal skill(s) to be employed for specific passages and why.

Following a review/discussion on methods and verbal skills of delivery, and given a written paper with five passages of varying length and content, and fifteen minutes to read and prepare those passages in class, the student will read aloud a specific passage, using a specific verbal skill for the content.

Following a review/discussion on methods and verbal skills of delivery, and after listening to several readings from earlier activities, the student will comment on the appropriateness of the verbal skill to the content of a passage read by a particular student.

Following a lecture/discussion on nonverbal skills and given the same written paper of five passages as in a preceding activity and fifteen minutes of class time to prepare, the student will read a selected passage aloud, employing both verbal and nonverbal skills appropriate to the content.

Following a lecture/discussion on nonverbal skills and given one day to prepare outside of class, the student will present a 2 minute interpretation of a selected work and use locus and facial expression as his primary nonverbal skills.

Following a lecture/discussion on methods and purpose of description and given three days of class time to prepare, the student will select a magazine article or essay, adapt from it a descriptive scene, prepare an introduction which reflects purpose and method, and present a 4-6 minute interpretation which employs all verbal skills and the nonverbal skills of facial expression and gesture.

Given sufficient class time to prepare, the student will select a short story, adapt from it a descriptive scene, prepare an introduction which reflects purpose and method, and present a 4-6 minute interpretation which employs all verbal skills and the nonverbal skills of facial expression and gesture.

Following a lecture/discussion on methods and purpose of action in literature, and given sufficient class time to prepare, the student will select a short story, adapt from it an action scene, prepare an introduction which reflects purpose and method, and present a 4-6 minute interpretation which employs all verbal skills of focus and facial expression.

Following a lecture/discussion on the form of letters and diaries, and given sufficient class time to prepare, the student will select either a diary or a series of letters between two famous people, adapt from it a scene of narration and dialogue, prepare an introduction which reflects the purpose and techniques of literary adapta-

tion, and present a 6-8 minute interpretation which concentrates on continuity and character identification and consistency through verbal and nonverbal skills.

Following a lecture/discussion on purpose and techniques of dialogue and verbal and nonverbal skills for maintaining individual characters in dialogue, and given class time to prepare, the student will select a short story, adapt from it a scene in which forward movement is built through dialogue between two characters, prepare an introduction which reflects purpose and method, and present a 4-6 minute interpretation which employs all verbal skills and the nonverbal skills of facial expression and gesture.

Following a lecture/discussion on purpose and techniques of dialogue and verbal and nonverbal skills for maintaining individual characters in dialogue, and given class time to prepare, the student will select a short story or essay which has a character thinking thoughts to himself, adapt from it a scene which presents narration about the character and the character speaking aloud and thinking aloud, write an introduction which reflects purpose and method, and present a 6-8 minute interpretation which employs three different vocal patterns (narration, character speaking, character thinking).

D. Evaluation:

The student will:

select a short story, adapt a scene of dialogue and narration which builds forward movement, write an introduction which reflects purpose and techniques, and present a 7-10 minute interpretation which uses all techniques of preparation with consistency;

and/or

score 80% or better on a written exam on the adaptation and analysis of literature for individual interpretation.

UNIT IV: GROUP INTERPRETATION AND TECHNIQUES OF PREPARATION

A. Objective:

Upon completion of a five week study of group interpretation and techniques of preparation including the considerations and activities listed below, the student will develop the skills of conceiving, controlling, and presenting a piece of literature through group interdependence and interaction (See evaluation).

B. Considerations:

- Group interpretations: choral reading, reader's theatre, chamber theatre
- Techniques of preparation: methods (memorized, manuscript), verbal skills (timing, rate, rhythm, volume, emphasis, synchronized voices) nonverbal skills (expression, gesture, locus, focus, blocking, synchronized movement, timing)
- Methods of emphasis: narrator (wandering, stationary), point of view, chorus

C. Alternative Activities:

Following a lecture/discussion on the basic techniques of preparation, and a lecture on synchronized voices with taped examples, and all students given the same short prose work and then placed in groups of four to six, each group will have one class day to determine which lines should be read in chorus and which lines by individual readers in preparation of an interpretation of the work. They will then present their work to the class.

Following a lecture/discussion with examples on blocking, synchronized movement, and timing, and all students given the same short story involving 4-6 characters, students will be placed in groups of four to six members and will have one class period to read the story and to devise and rehearse appropriate blocking, synchronized movement, and timing. Each group will then present its performance to the class.

Following the performances in the preceding activities, the student will comment on the appropriateness and effectiveness of the movement to the work. Each student will then vote for the one group performance he thought best met these requirements.

Following a lecture/discussion with examples on choral reading, and given four days to prepare, each student will locate a work which lends itself to choral reading and will write an adaptation of that work for a 5-8 minute performance.

Following a lecture/discussion on choral reading, and given five student adaptations from the preceding activity, and placed in groups of five members, each group will read aloud the adaptations and select the one or two which best fulfill the requirements for literary adaptation for choral reading. These scripts will then become the literature for the same or new groups who will be given three days to rehearse and memorize a 5-8 minute performance of the script.

Following a lecture/discussion with examples on point of view and the narrator, and given a short prose work and 15 minutes to read and analyze it, the student will, when called upon by the teacher, state the point(s) of view in the work and select one particular point of view as the narrator.

Following a lecture/discussion with examples on point of view and the narrator, and given a short prose work and one class period, the student will write excerpts from the work which exemplify the use of narrator in relationship to other characters, to "break" scenes, to participate, or to observe, and the use of the narrator to tone down or "spruce-up", contrast, emphasize, or analyze the story.

Following a lecture/discussion with examples on readers' theatre, and placed in groups of four to six, the student will have one week to locate, adapt, memorize, and rehearse an 8-10 minute readers' theatre performance on a short story of his choice which uses a narrator.

Following a lecture/discussion with examples on chamber theater, and placed in groups of four to six, students will have one week to locate, adapt, memorize, and rehearse an 8-10 minute chamber theatre performance on a short story or narrative poem of their choice.

D. Evaluation:

The student will:

place himself in a group of four to six and will have one week to locate, adapt, memorize, and rehearse the group's choice of type of material and of choral reading, chamber theatre or readers' theatre in an 8-10 minute final performance which includes techniques of preparation, methods of emphasis and characteristics of the selected group interpretation.

TEACHER RESOURCE MATERIALS

Oral Interpretation of Literature

Bertram, Jean D., *The Oral Experience of Literature.* Chandler Publishing Company, 1967.

Campbell, Paul, *The Speaking and the Speakers of Literature.* Dickenson Publishing Company, 1967.

Coger, Irene, and Melvin R. White, *Readers Theater Handbook.* Scott, Foresman and Company, 1967.

Fernandez, Thomas L., *Oral Interpretation and the Teaching of English.* National Council of Teachers of English, 1969.

Hunsinger, Paul, *Communicative Interpretation.* Wm. C. Brown, 1967.

Lee, Charlotte, *Oral Interpretation,* 4th edition. Houghton Mifflin Company, 1971.

Mouat, Lawrence, *Reading Literature Aloud.* Oxford University Press, 1962.

Wimsatt, W.K., Josephine Miles and Lawrence Perrine, *What to Say About a Poem.* National Council of Teachers of English, 1963.

DRAMA

Philosophy and Objectives

The objective of the basic course in drama in secondary education is to provide the student with a firm foundation of personal experience in the language, symbols, and functions of the various theatre arts, and to provide him with the experience and means of understanding the purpose and function of theatre in his life. In all cases, the student should be made aware of the complex and difficult crafts and skills involved and the need for practitioners to work hard and long to perfect them. Also, he should be made aware of the exciting demands of the theatre arts and the challenge to grow in observation, perception, and imagination to try to meet them.

Examination of a variety of secondary school drama courses and directions for those courses confirms the belief that these courses vary in content, length, and grade level from institution to institution. While one school might offer an introductory over-view for a semester, another will indicate concentration on acting or stage craft. In some schools, the course serves as a meeting time for production of "the high school play."

The bulletin, therefore, identifies a series of units which may be used in a variety of ways. The teacher might select certain of the units for a first semester and the remainder for a second semester course. He might choose to extend one or more of the activities into a full course and omit some of the others. This guide is only intended to identify certain aspects of educational drama at the secondary school level.

The elements of drama which are treated in units in this guide are (1) the relationship of fundamental skills of oral communication to drama, (2) theatre history, (3) dramatic literature, (4) pantomime, (5) acting, (6) costumes and make-up, (7) stage craft, (8) directing, and (9) theatre business practice.

UNIT I: REVIEW OF FUNDAMENTAL SKILLS AND INTRODUCTION TO DRAMA

A. Objective:

Upon completion of a review of the basic skills, the student will demonstrate his awareness of the application of these skills to drama (see evaluation). .

B. Considerations:

- The communication process
- Research and data gathering
- Organization
- Delivery
- Stylistic and semantic language choices

C. Alternative Activities:

Following a lecture/discussion to review research and data gathering, the student will list on a sheet of paper at least three aspects of drama and play production which will require use of research skills.

Following sufficient time in the library to gather data concerning a character from a play or the period of an assigned play, the student will write a paragraph explanation such as costume, contemporary events, contemporary room furnishings, etc. The paragraph will include citation of sources of information.

Following a lecture/discussion reviewing the communication process, the student will write a paragraph describing the value of feedback in the presentation of a play.

Following a lecture/discussion reviewing organization, the student will name structural considerations in dramatic literature. Response will name such things as time placement, character establishment, plot, climax, etc.

Following a lecture/discussion reviewing voice and bodily movement as fundamentals of oral communication and given a list of ten lines from different plays each student, when called upon, will indicate through variation in pitch, rate and/or volume the alternative meanings resulting from those vocal variations.

Following a lecture/discussion reviewing nonverbal communication, and given a message to communicate, the student will use only nonverbal communication to convey the message. Audience ability to state the message will determine success.

D. Evaluation:

The student will:

from a list of the basic skills of oral communication select four skills and write a paragraph about the relationship of each to the study of drama.

UNIT II: HISTORY OF THE THEATRE

A. Objective:

Upon completion of a study of the history of the theatre including the considerations and activities listed below, the student will be able to restate major aspects of the evolutionary development of the theatre.

B. Considerations:

Each of the following periods discussed in terms of dates, major playwrights, plays, contemporary events, location, and physical theatre.

- Western
- Greek
- Medieval
- Renaissance
- Elizabethan
- Neo-classical
- Romantic
- Oriental

C. Alternative Activities:

Following lectures/discussions and given a list of plays and a separate list of playwrights from the Greek theatre, the student will identify the author with the play by matching the letter of the play with the letter of the author.

Following lectures/discussions and a play, date, and period from the Elizabethan (or any other) period, the student will name at least one contemporary historical event and any relationship that event may have with the play.

Following a lecture/discussion on the Elizabethan theatre and given an opportunity to examine a model of the theatre, the student will label the parts of the theatre on a mimeographed drawing of the theatre.

Following a lecture/discussion of the commedia dell'arte, the student will describe in writing three influences from this period still with us today.

Following lectures/discussions of the Greek and Roman theatres, the student will identify and describe in writing the major distinctions between Greek and Roman theatres.

Following a lecture/discussion of Oriental theatre, the student will write a list of three similarities and three contrasts between Kobuki and Western theatre.

D. Evaluation:

The student will:

select a theme common to drama throughout history and will identify in writing at least three different historical periods where the theme is present;

and/or

list in order presented the major periods in theatre history. Response will state in writing at least six major periods, give dates, and characterize the physical theater in each named period;

and/or

describe in writing the role of religion in the origins of the theatre and traces of that influence still found in modern theatre.

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UNIT III: DRAMATIC LITERATURE

A. Objective:

Upon completion of a study of dramatic literature, with approximately ten major historical periods, including the considerations and activities listed below, the student will be able to identify forms, styles, and structure (See evaluation).

B. Considerations:

- Drama as literature
- Forms: tragedy, comedy, melodrama, farce
- Elements of the play: plot, characters, dialogue, staging

C. Alternative Activities:

Following the reading of one of the Greek plays, each student will analyze it by completing a form calling for analyses in terms of specific items.

Following lectures/discussions concerning analysis and criticism and given the opportunity to attend the production of a play, each student will write an evaluation of the play. Each evaluation must name in writing the plot, characters, period, and audience reaction.

Following lectures/discussions concerning analysis and criticism and given a collection of reviews of plays from the *New York Times,* or other source, each student will identify reviewers' discussion of the elements of the play.

D. Evaluation:

The student will:

be given a play without author or title and given one hour, will read the play, identify in writing form, major elements of structure, and period with 100% accuracy.

UNIT IV: PANTOMIME

A. Objective:

Upon completion of a study of pantomime, including the considerations and activities listed below, the student will communicate the actions and attitudes of a character through pantomime (See evaluation).

B. Considerations:

- Movement: posture, walking, sitting
- Gesture, facial expression
- Characterization consistency: action, expression, believability

C. Alternative Activities:

Following a lecture/discussion on movement in pantomime, the student will assume a posture such as relaxed, tense, excited, or irritated, as assigned by the teacher. Success to be determined by 90% accuracy of identification by the other class members. (Repeat same activity using walking and sitting.)

Following a lecture/discussion on characterization through pantomime and having drawn a description of a character from a written collection of thirty, the student will in a 1-minute presentation, pantomime the character. Evaluation will require 80% identification of character by class.

Following a lecture/discussion on consistency of action, and given an assigned activity (drink a glass of water, tie your shoe, eat a sandwich, brush your teeth, etc.), the student will have 5 minutes to mentally prepare his activity and will then persent that activity to the class. (Repeat activity, adding to it assignments for two people working together, and for groups.)

D. Evaluation:

The student will:

perform a two-minute pantomime before the class in which the remainder of the class will identify the character, his motivation, and his activity with 80% accuracy.

UNIT V: ACTING

A. Objective:

Upon completion of a study of acting, including the considerations and activities listed below, the student will play a role in a scene from a play (See evaluation).

B. Considerations:

- Warm-up exercises
- Characterization: role analysis, keeping in character, character parts, dialect, monologue
- Rehearsing
- Stage terminology
- Picking up cues and reaction
- Memorizing
- Breathing and relocation exercise
- Stage orientation
- Entrances and exits

C. Student Activities:

Following a lecture/discussion on warm-up exercises, the student will respond vocally and physically to the teacher's oral directions.

Following a lecture/discussion on improvisation and given sufficient time to prepare, the student will interview a foreign-born student and improvise a scene in which he assumes the role of the interviewee in the prescribed situation.

Following a lecture/discussion on role analysis and assigned a role in a scene, the student will write an analysis of the role based on a teacher-distributed series of questions such as "What do we know about his background?" "His motives?" "His current situation?" "His reaction to the characters?"

Following a lecture/discussion on dialect and given a written paragraph, the student will read the paragraph aloud to the class. The class must be able to identify the dialect with 95% accuracy.

D. Evaluation:

The student will:

act in a one-act play to be produced and presented to a public audience. Evaluation will be based on his written description of the character and relationships to other characters; upon teacher evaluation of his performance; and upon an audience response ballot concerning his performance.

UNIT VI: COSTUMES AND MAKE-UP

A. Objective:

Upon completion of a study on costumes and make-up, including the considerations and activities listed below, the student will select costuming and do make-up for a production (See evaluation).

B. Considerations:

- Make-up: materials, accentuate or alter features, steps in application
- Costuming: sources, consistency, colors, steps in designing, sewing, fitting

C. Student Activities:

Following a lecture/discussion on facial features and given three photographs of three different faces, the student will identify in writing the features to be emphasized in reproducing a similar facial character on an actor.

Following a lecture/discussion on materials for make-up and a supply of make-up materials and a stereotype character to produce, the student will make-up a dummy head to produce the face of the selected character. Success if measured by the class ability to identify.

Following a lecture/discussion on materials for make-up and given a supply of make-up materials and a partner, the student will make up his partner to fit an assigned role.

Following a lecture/discussion on sources of costumes and given a scene from a play, the student will select materials needed to make the costumes and make at least one costume.

D. Evaluation:

The student will:

select one character role from a list of roles supplied by the teacher, and selecting a classmate, will make-up the classmate and costume him for the selected role. Success will require 75% accuracy by classmates in identifying the character from the list of roles.

UNIT VII: STAGECRAFT

A. Objective:

Upon completion of a study of stagecraft, including the considerations and activities listed below, the student will identify major responsibilities in stagecraft and design a scene (See evaluation).

B. Considerations:

- Types of stage: traditional, arena, thrust
- Design
- Sets
- Construction
- Painting
- Properties
- Lighting
- Sound effects

C. Alternative Activities:

Following a lecture/discussion of types of stages and given a previously-read play, the student will name in writing the most significant adaptations necessary in staging the play from traditional to arena stage.

Following a lecture/discussion of scene design and given a supply of drawing materials and a scene from a to-be-produced play, the student will produce a color rendering of his assigned scene.

Following a lecture/discussion on lighting and an orientation to a lighting board, the student will on cue alter the lighting as requested.

Following a lecture/discussion on sound effects, and given a specific series of sound effects to produce, and time to gather the necessary equipment, the student will produce the sound effects on cue and of requested intensity and duration.

D. Evaluation:

The student will:

be assigned a specific one-act play for which he will prepare any three of the following requirements for production: lighting, sound effects, a scene design, or properties. He will be evaluated both by his classmates and by his teacher on the adequacy of the materials.

UNIT VIII: DIRECTING

A. Objective:

Upon completion of a study of directing, including the considerations and activities listed below, the student will demonstrate awareness of responsibilities of the director and will direct a scene (See evaluation).

B. Considerations:

- Pre-rehearsal responsibilities: analyses of play, analyses for production, prompt book
- Casting and try-outs
- Rehearsal: blocking, cueing, first reading, allocation of responsibility

C. Alternative Activities:

Following a lecture/discussion on pre-rehearsal analyses of the play by the director, the student will take a previously selected play and write a summary analysis of style, theme, and characterization.

Following a lecture/discussion on pre-rehearsal analysis, the student will identify in writing each different set needed and major set pieces to be secured.

Following a lecture/discussion on the preparation of the prompt book and assigned a scene or act from a previously-read play, the student will prepare a prompt book for that scene.

Following a lecture/discussion of blocking and given a segment from a previously-studied play, the student will block and direct walk-through of student actors in accordance to his blocking plan.

D. Evaluation:

The student will:

assume the role of director and direct a short scene before the class. Evaluation will require specific attention to at least three of the responsibilities of the director selected by the director for evaluation.

UNIT IX: THEATRE BUSINESS PRACTICE

A. Objective:

Upon completion of a study of theatre business practice including the considerations and activities listed below, the student will demonstrate his understanding of theatre business (See evaluation).

B. Considerations:

- Business manager
- Publicity manager and publicity: news releases, posters
- Ticket manager
- House manager
- Programs

C. Alternative Activities:

Following a lecture/discussion on the role of the business manager and costs of production, the student will be assigned three plays for which he will submit an estimate of royalty and costume costs.

Following a lecture/discussion on publicity for a production and assigned a possible play and date, the student will prepare a news release for that production and at least one poster for advertising display.

Following a lecture/discussion on ticket management and given a hypothetical production by the class, the student will describe in writing his plan for ticket management. His product must include the number of tickets, salesmen, and the sales plan, and identification of unsold seats.

D. Evaluation:

The student will:

be assigned one of four managerial roles: business, publicity, ticket, or house. He will detail in writing his plan for carrying out his responsibility for a play to be produced by the high school drama club.

TEACHER RESOURCE MATERIALS

Drama

Albright, H.D., William P. Halstead, and Lee Mitchell, *Principles of Theatre Art,* 2nd edition. Houghton Mifflin Company, 1968.

Baleslansky, Richard, *Acting: The First Six Lessons.* Theatre Arts Books, 1966.

Brockett, Oscar G., *The Theatre, An Introduction.* Holt, Rinehart and Winston, 1964.

Dean, Alexander, and Lawrence Carra, *Fundamentals of Play Directing,* rev. ed. Holt, Rinehart and Winston, 1965.

Gasner, John, *Masters of the Drama,* 3rd edition, rev. Dover Publications, 1954.

McGaw, Charles, *Acting is Believing,* 2nd edition. Holt, Rinehart and Winston, 1966.

Motter, Charlotte Kay, *Theater in High School: Planning, Teaching, Directing.* Prentice-Hall Inc., 1970.

Secondary School Theatre Conference, *A Course Guide in the Theatre Arts at the Secondary School Level.* American Educational Theatre Association, Inc., 1968.

Trilling, Lionel, *The Experience of Literature: Drama.* Holt, Rinehart and Winston, 1967.

APPENDIX

POSITION PAPER
CONCERNING SPEECH IN FLORIDA
SECONDARY SCHOOLS

The programs outlined in this position paper are consistent with guidelines established by the standards and accreditations of the Department of Education of the State of Florida and with the Florida Speech Association.

I INTRODUCTION

Students in Florida junior and senior high schools need to increase their understanding of oral communication. This position paper is issued jointly by the Florida Department of Education and the Florida Speech Association to focus attention on the increased emphasis which must be given to the study of oral communication in our schools.

The program of speech instruction in Florida schools shall be directed toward training students: 1) to identify and develop relevant and useful oral language skills; 2) to become efficient and critical consumers of oral discourse; and 3) to recognize areas for continued oral language study.

Efforts by language arts departments to design programs in terms of behavioral objectives for the 1970's reveal the lack of relevant study in the area of oral language. The obvious differences in written and oral language behavior clearly highlight the need for development of oral language for every student in the public schools.

The state, national, and international problems confronting our society demand citizens who have developed the ability to articulate problems and solutions and who can evaluate, critically, the statements of others. Such citizens should also be capable of recommending means of minimizing communication problems and offering leadership in the application of inquiry, advocacy, and exposition to social problems.

This position paper is directed to outlining an appropriate minimum program of speech study for the public schools in Florida.

II CURRICULAR NEEDS

A. Each school system will provide, at the 9th or 10th grade level, and for a minimum of one semester, a basic speech course designed for all students. Such a course will be aimed at student understanding of the ways in which each of the basic skills is applicable to *all forms* of oral communication. The principal objective will be student understanding of the process of communication as well as ability to incorporate these skills *in every oral language situation.* The fundamentals will include:
   1. Communication models and roles;
   2. Audience analysis and adaptation;
   3. Research and data gathering for any oral activity;
   4. Supporting material—use and evaluation of evidence;
   5. Organization for different communicative situations;
   6. Language, including aspects of oral style and semantics;
   7. Delivery, including the role of voices and significant non-verbal communication;
   8. Listening comprehension development;
   9. Ethical concerns in oral language situations.

B. Each school will provide a minimum of one semester of instruction in speech for those students experiencing difficulty in school because of language patterns. No single characteristic is a greater handicap to a student than "culture bound" language habits. Such a course will attempt to have students identify variations in language patterns, vocabulary, and habits which interfere with efforts at cross-cultural communication. To accomplish this, students will examine communication efforts within several cultures to identify differences and to evaluate their effectiveness. Awareness of differences would not demand conformity but would explain to the student his successes or failures in various communicative situations.

C. Each school will provide advanced elective courses for oral language development. While the basic course will provide data relevant to any oral communication form, the advanced courses will provide opportunity for attention to specific forms. Therefore, options will include public speaking with attention to persuasive and informative public speaking; courses in small group problem solving and the nature of inquiry; debate and responsibilities of the advocate in parliamentary and formal deliberative situations; oral interpretation of literature and oral presentation as a measure of understanding; and drama with emphasis on technical problems, dramatic literature, and acting. Courses in mass media properly fall within the category of advanced communication study.

   All such courses might not be offered by every school. Determination of which advanced courses to offer would likely depend upon the training and interests of the teachers of speech, and the needs of the students and of the communities.

III CO-CURRICULAR

Co-curricular programs will be offered to meet the specific needs of the students to engender community pride, and to gain the benefits of inter-scholastic activity. The co-curricular program may consist of:

A. Assembly programs within each school and community to provide for demonstration and development of abilities in oral communication.

B. Inter-scholastic programs in debate, public speaking and interpretation through membership in the official state league, the Florida Forensics Program, and participation in other tournaments and workshops.

C. A drama program designed for the understanding of theatre by both participants and student audiences. Such plays should be directed toward the student's development of personal aptitudes, production skills, and the audience's appreciation of dramatic literature. Fund raising as a major purpose of high school productions must be discontinued.

IV PERSONNEL

Courses in speech and drama should be taught by individuals holding majors in speech from accredited universities and colleges. Minimum course qualifications should include fundamentals of speech, phonetics, argumentation and debate, small group discussion, interpretation, play production, acting and methods of teaching speech. Desirable preparation should include persuasive speaking, advanced interpretation, rhetorical theory, communication theory, and directing of extra-curricular activities. Speech personnel should hold membership in one or more of the following organizations:

1. Speech Communication Association
2. Southern Speech Communication Association
3. Florida Speech Association
4. American Educational Theatre Association.

V FACILITIES

For effective learning in the speech courses, the following facilities should be available:

A. A large classroom with movable chairs and lectern.

B. An auditorium and stage area with minimum equipment of six baby spots; cyclorama or other masking forms; available stools and lecterns for readers theatre productions; and storage spaces.

C. An oral communication laboratory to include listening stations and tape equipment for two-way listening procedures.